

APPENDIX  
TO THE  
SEVENTY-FIFTH REPORT  
OF THE  
COMMISSIONERS OF NATIONAL EDUCATION  
IN IRELAND,  
SCHOOL YEAR 1908-9.

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SECTION I.

General Report on the State of National Education by  
Inspectors and others.

FOR EXTENDED TABLE OF CONTENTS, SEE INSIDE

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Presented to both Houses of Parliament by Command of His Majesty.

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# APPENDIX TO THE SEVENTY-FIFTH REPORT

OF THE

## COMMISSIONERS OF NATIONAL EDUCATION IN IRELAND.

SCHOOL YEAR 1908-9.

SECTION I.—GENERAL REPORTS ON THE STATE OF NATIONAL  
EDUCATION IN 1908-9 BY INSPECTORS AND OTHERS.

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Messrs. A.  
PURSER and  
J. J. HYNES.

# GENERAL REPORT ON THE TRAINING COLLEGES (1908-9.)

The Commissioners desire it to be distinctly understood that they do not hold themselves responsible for the opinions expressed in these Reports, nor do they feel called upon to adopt any suggestions they may contain.

## TRAINING COLLEGES—SESSION, 1908-9.

The usual statistics regarding the number of King's scholars in training at the opening and at the close of session and their success at the examinations held in July last, are contained in Tables A. and B. appended:—

NUMBERS OF STUDENTS in the several TRAINING COLLEGES at the commencement of the Session and of those who remained to its close.

TABLE A.

	MEN.				WOMEN.			
	Certified Teachers. One Year's Course.	King's Scholars for		Total.	Certified Teachers. One Year's Course.	King's Scholars for		Total.
		2nd Year.	1st of Two Years.			2nd Year.	1st of Two Years.	
" Marlborough-st., "	8	55	64	127	31+1 extern.	52+3 externs.	82+13 externs.	165+17 externs.
" St. Patrick's, "	16	71	84	165				
" Our Lady of Mercy "	-	-	-	-	18	05+2 externs.	87	200+2 externs.
" Church of Ireland, "	2	19	23	44	8	40	43	93
" De La Salle, "	3	90	104	200	-	-	-	-
" St. Mary's, "	-	-	-	-	11	43	60	100
" Mary Immaculate, "	-	-	-	-	4	40	50	100
	23	238	275	536	78+1 extern.	276+5 externs.	368+	656+
	261				348+6 externs.		13 externs.	10 externs.
At the end of the Session the numbers of King's Scholars presented for the Annual Examination in July, 1909, were								
Of those there passed	259		273	-	346+6 externs.		368+10 externs.	-
	229		262	-	328+6 externs.		365+6 externs.	-

NOTE.—During the Session one certificated teacher, one 2nd Year Student, and two First Year Students, were re-admitted to the Men's Department of Marlborough Street Training College to complete previously interrupted courses of training. One 2nd Year woman student also resumed attendance as an extern student. In De La Salle Training College one student of the first year course was re-admitted towards the close of the session.



## (B.)

## FINAL YEAR EXAMINATION, 1909.

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—	Men.	Women.
	Number.	Number.
Placed in 1st Division, . . .	60	121
Placed in 2nd Division, . . .	98	171
Placed in 3rd Division, . . .	71	42

## FIRST YEAR EXAMINATIONS, 1909.

—	Men.	Women.
	Number.	Number.
Placed in 1st Division, . . .	72	93
Placed in 2nd Division, . . .	155	190
Placed in 3rd Division, . . .	36	26

N.B.—1st Division contains all those who scored at least 65 per cent. of the possible total number of marks; 2nd, those between 55 and 65; 3rd, those between 50 and 55.

No important change in the regulations affecting Training came into operation during 1908-9. Advantage was not taken of the privilege conceded by Note 11 to the Programme for King's scholars—permission to submit an alternative programme in any or all of the subjects for students in their first year. Probably the authorities of the Colleges had not been advised in time to admit of their profiting by it last session.

Treasury sanction has been obtained for a proposal to allow an additional year's training in the case of students of superior promise, but a conference between representatives of the Board and of the Training Colleges, as to the best means of carrying this into effect, has yet to be held.

It is hoped that this additional year will be utilised for attendance at University lectures in Arts and Pedagogy, and in qualifying for University diplomas in teaching. In planning a workable scheme, much will depend on the regulations and the courses of study adopted by the senates of the new universities. These universities will, no doubt, afford the students of the Dublin and Belfast Training Colleges ample opportunities for attendance at lectures as proposed. The authorities of the Belfast College are, we are aware, taking steps to turn to the best account the facilities thus anticipated. It is extremely likely that the Dublin Colleges will also be quick to profit thereby. Unfortunately, the colleges at Waterford and Limerick will not enjoy similar advantages, and must, if they wish to reap benefit from the Treasury concession, supply from their own staffs the extended teaching.

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It has likewise been suggested that the one year's course of Training provided for by rule 162 (1) should be discontinued.† There is marked unanimity amongst the Principals and Professors of the Training Colleges as to the desirableness of this change—an opinion in which we concur.

There was a slight increase in the number of King's scholars in residence in 1908-9 as compared with previous session. The respective numbers were:—

	Men	Women	Total
1907-8, ...	521	663	1,184
1908-9, ...	536	656	1,192

This was owing to the Marlborough Street and the Church of Ireland Training Colleges receiving a larger proportion of their full complement at the men's side. The extent of accommodation and the numbers for which the Colleges were licensed had undergone no change.

The percentage of failures of students in their final year was greater at the last July Examinations than in the previous July, (we append the figures):—

	Examined in Final Year	Failed	Percentage
July, 1906, ...	*638	42	6.5
" 1909, ...	*611	48	7.8

but this was due to want of success in the literary examination, not in the practical tests in teaching.

Practically the programmes of examination were the same. Cookery and Drawing, however, loomed somewhat larger in this year's programme.

If 1907 be contrasted with 1908, there was a drop of 103 in the latter year in the number of candidates for a two years' course of training who presented themselves at the King's Scholarship examination. The precise figures were:—

	Men	Women	Total
1907, ...	575	1,389	1,964
1908, ...	568	1,293	1,861
		Difference,	103

But the proportion that was placed in 1st Division (i.e., scored 65 per cent. of the total number of marks) was much larger and the proportion that failed much smaller in the latter year—see figures appended:—

	Placed in 1st Division	Failed
1907, ...	389	516
1908, ...	433	370

\* Externs included.

† Since writing this we learn that the one year's courses of training has been abolished.

Things are not yet ripe for a substantial bracing up of the King's Scholarship examination, however much the change is to be desired. The addition of a second language to the programme, which is contemplated, would be a move in the right direction, but a great deal more will require to be done.

A programme about equivalent to the present First Year's Programme for King's scholars should be the admission test, and students at the end of their first year should have to pass on one corresponding to that now prescribed for final year. This would set free the greater part of the further time spent in Training for work in the Practising schools and for extended study of Professional subjects.

But, before all this can be accomplished, a better class of candidates must be attracted. The most effectual way of doing so would probably be the adoption of a higher scale of salaries in the case of Third Grade teachers.

The University and Intermediate candidates admitted under rule 165 (a) (3) are spoken well of as regards aptitude and intelligence, but we have not any statistics on which to base a comparison between them and other students.

Every year the difficulty in procuring appointments for King's scholars after training increases. The demand from England and Scotland is on the wane. There are too many avenues also, besides Training, to the office of assistant in our schools. The evil probably will continue to grow. As regards National schools something can be done to check it.

A considerable number of Monitors, and Pupil Teachers, who obtain appointments as assistants after passing the King's Scholarship examination, though they know that unless trained they are ineligible for promotion to principalship, fail to gain admission to a Training College. The services of such persons in a school are not, as a rule, of much value. Their disposition is often indolent, and their failure to enter a college is sometimes due to want of earnest study. Their example cannot be stimulating. They should not be permitted to rest in this way on their oars. Their recognition as Assistants should be only provisional.

The examiners in special branches report progress on the whole in the Colleges, so far as their subjects are concerned.

The students, in general, do not make much progress in Irish. Unless they have some knowledge of this language at entrance they cannot learn more than the elements in the time at their disposal.

The new regulation which limits the students who may take up a second language during the course of training ought to be useful in two directions—it should make candidates prepare themselves adequately in the second language before admission so as to be able to profit by the College teaching; and it should prevent students who are incapable of profiting by such teaching from frittering away their time and efforts.

We regret that, owing to the illness and death of Mr. Goodman, the examination in Music had to be entrusted to members of the ordinary Inspection staff, who, however, discharged that duty with care and efficiency.

Messrs. A.  
PUNSER and  
J. J. HYNES.

We cannot let this opportunity pass without recording our sense of the immense value of the work accomplished by Mr. Goodman in our Colleges and schools, as Organizer and Inspector of Musical Instruction. His death will be a great loss to the cause he had so much at heart. His whole-hearted devotion to that cause, and his untiring efforts to promote it, led in some degree to the breakdown of his health. Even to the last, his thoughts were busy with schemes connected with what had always been to him a labour of love.

Increased attention was paid to Cookery in the Colleges during the past session. Laundry will, no doubt, be taken up, as required by Programme, in the coming session.

Cookery, Vocal Music, Drawing, and Science now form so important a part of our school curriculum that it is essential that the King's scholars should obtain a thorough practical knowledge of them while in Training. Periodical conferences between the Head Organizers and the College teachers would be very desirable with a view to obtaining uniformity of methods and soundness of teaching.

#### "MARLBOROUGH STREET" TRAINING COLLEGE.

This College opened the session with 127 men and 165 women in residence. The above was the full complement of women, and the largest number of men in residence since 1902-8. The College has always had its full quota of women since 1899-1900, inclusive.

The staff consists of the same Professors. Undue labour is imposed, we think, on the Professor of Method, the number of students is so large. There should be two Professors of Method to cope with this heavy and important work.

On the whole, the health of the establishment was good—better, as might have been expected, in the case of the men than of the women. The latter, though no doubt benefited by their occasional sojourns at the auxiliary residence, Glasnevin, evidently suffer from the want of fresh air in their comparatively confined quarters in Talbot House. There has been little illness of a serious nature amongst them, but cases of indisposition, more or less prolonged, have been too numerous.

The projected improvements in the Practising schools have not been completed. The main room of the Infants' Department has been divided by a sliding glazed partition, which is a great change for the better, but similar alterations in the Boys' school, so long contemplated, have not yet been effected. The training of the King's scholars in Practice of Teaching is, in consequence, carried on with difficulty. In spite, however, of this drawback the students passed our tests in this branch very fairly, a satisfactory feature being the complete absence of failures.

The conduct of the women students was very creditable. That of the men left something to be desired, especially towards the close of the session.

Messrs. A.  
PURSER and  
J. J. HYNER.

"ST. PATRICK'S" TRAINING COLLEGE.

This College had its full complement (165) of resident students. No externs are admitted.

There was very little sickness during the session, and the conduct of the students was good.

For many years, in fact since the opening of the College, the duties of Professor of Method had been discharged by Mr. S. Fitzpatrick. His work was always characterized by conscientious care. His sympathetic manner made him a favourite with students. From his long experience of teaching, he knew the points which would present the greatest difficulty to them, and he spared no pains to enable them to overcome these. His share in building up the reputation which the College has earned was indeed considerable. In addition to the duties of Professor of Method, he also undertook those of Professor of Arithmetic and Mensuration. This was too much work for one man, and at the beginning of last session the offices were divided, Mr. Fitzpatrick retaining in his hands the teaching of Arithmetic, while the Professorship of Method was entrusted to Mr. John Howley, M.A. Mr. Howley had not previously undertaken any work of this kind. His appointment, therefore, was an experiment, but his success as a University student and his experience in other departments of teaching warranted its being tried.

The appointment, made at the same time, of Mr. John W. Carolan as "Superintendent of the Work of King's Scholars in the Practising Schools" strengthened the Practice of Teaching staff very much.

That the training they received had a refining influence on them, the appearance and deportment of the students amply proved. They were very mannerly and, almost without exception, displayed gratifying neatness and taste in their dress.

The students of this College have an immense advantage in the admirable practising schools that are attached to it. These could not be surpassed for suitableness of plan or completeness of equipment, and they reflect the greatest credit on the Principal of the College, the Very Reverend P. Byrne, to whose wisdom and energy their erection is mainly due.

A large library of miscellaneous literature affords the students ample opportunity of indulging their taste for reading. This, we are glad to hear, they make use of as fully as their more serious studies permit.

Dr. McWeeney gives a course of lectures on Elementary Hygiene to the students.

Messrs. A.  
PUNSER and  
J. J. HYNES.

### "OUR LADY OF MERCY" TRAINING COLLEGE.

The College had its full complement of students at the beginning of the session—namely, 200. One student had to leave in February owing to illness, but on the whole the health of the students was very good during the entire year.

The house and premises are maintained in excellent order, and form in themselves a valuable source of training for the King's scholars. The grounds are extensive and afford ample space for games and recreation.

The Practising schools are fairly suitable. They continue to grow, and this growth has been accompanied by improvements in the school building. A house has also been erected in which young persons are prepared for admission to the College.

No important change occurred in the staff of ordinary Professors. The employment of two Professors of Method, and the division of the students between them, has added much to the efficiency of the work, and the Inspectors engaged at the inspection of the College agreed that considerable progress had been made in the past year. The lessons taught by the students showed careful preparation, but were sometimes rather mechanical in delivery. The students' criticisms were better than in previous years.

On the whole the work of the College is good and gives promise of further improvement.

### "CHURCH OF IRELAND" TRAINING COLLEGE.

The number of men in training this year rose from 37 to 43; there was a corresponding decrease of women, from 98 to 91, so as to keep within the licensed number of 135.

There has been no material change in the building and premises during the year, but minor improvements continue to be made in the women's residence, which add considerably to the comfort of these King's scholars. The health of the students was, with few exceptions, quite satisfactory.

An excellent library—in the matter of educational works one of the best in Ireland—is provided for the benefit of the students and is much used by them.

The Practising schools are large and efficient, but the buildings are not of the modern type.

There have been several changes in the Colloquio staff during the year.

Miss Annie Lloyd-Evans, M.A., St. Andrews, Lady Superintendent, who had endeared herself to all the students since her appointment, and whose influence in the College was most wholesome and stimulating, left at the end of last session to take up a post as Principal of one of the City of London Training Colleges. The Governors of the Church of Ireland Training College selected as her successor her sister, Miss Mary Lloyd-Evans, M.A., who gives every promise of being a successful member of the College staff.

The Professor of Mathematics was absent owing to illness during the latter half of the College year. Mr. Frederick Henly, B.A., T.C.D., who had gained experience in teaching at home and abroad, acted as his *locum tenens*, and performed his duties with much efficiency. Miss Todd, who had been teacher of Cookery in the College since its opening, retired during the year and has been succeeded by Miss Sullivan.

The annual inspection of the College was held in June, and the result was as usual satisfactory. The lessons were well prepared and in general well taught.

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J. J. HYNES.

#### "DE LA SALLE" TRAINING COLLEGE.

The College opened its session in September, 1908, with 200 students, but this number was reduced to 194 by the end of the session in July, 1909. We regret to say that three of these cases were owing to breach of College regulations or other misconduct, while three were owing to illness. On the whole, the health of the students was quite satisfactory. Games and other forms of recreation are very popular with the students, and drill continues extremely good under the able teaching of Sergeant-Major Hibbert.

The house and premises are very satisfactory. The new lecture hall, near the Practising Schools, is very useful, and has been found of great advantage in carrying on the College work, especially for criticism and model lessons. A new infant school has been brought into use; the superior work done in it ought to be of material advantage to the King's scholars, affording them, as it does, an excellent model of infant training.

No change in the Professorial staff was made, except that an assistant Drawing Professor was appointed.

At the annual examination in Practice of Teaching, held in the last week of May, the students showed marked progress as compared with the previous year. The junior students fully maintained the improvement noted in our last report, while the progress made by the senior students was unmistakable, not only in the treatment of the lessons but in the delivery of them as well. While further improvement may be hoped for, the work done in the College during the past year may be characterised as good.

#### "ST. MARY'S" TRAINING COLLEGE, BELFAST.

At the opening of the session there were 100 students in residence, of whom 99 remained to the close. No externs attended.

One girl met with a slight accident, from which she recovered, but later, when she resumed her studies, had symptoms of mental depression and brain fatigue. She was ordered home by the Medical Attendant. With this exception, and save for some slight colds, there has been no illness amongst the students.

The bright and cheerful character of the buildings, and the great attention paid to cleanliness and to ventilation must have contributed largely to this satisfactory state of things. The

Messrs. A  
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excellent system of Drill practised in the College was, no doubt, also an important factor. It is very easy to see, from the gait, carriage, and general appearance of the students, the benefit they derive from their physical exercises.

As usual, the conduct of the students was all that could be desired.

No change took place in the staff of Professors, who continue to discharge their duties with marked earnestness and ability.

The Practising Schools, though structurally improved rather recently, are inadequate for so many students. In spite of this drawback, the King's scholars in their final years acquitted themselves creditably in the Practice of Teaching tests. That they were able to do so was mainly due to the energy and ability of the Professor of Method, Miss Clarke, and the efficient manner in which she carries on the Criticism Lessons in the College.

A taste for reading is encouraged by a large and well selected library, to which the students have access. They appreciate this advantage highly, and avail of it as much as possible.

The Medical Attendant, Dr. Dempsey, gives the students a series of lectures on Hygiene, which must be of great service to them.

Every student who passes through this College affords unmistakable evidence of the educational and refining influence which it exercises.

#### "MARY IMMACULATE" TRAINING COLLEGE.

The full complement of students—100—was in training all the year. The health of the students was in general quite satisfactory and their conduct was excellent. All students are taught drill and other physical exercises, and they are encouraged to play games in their recreation grounds.

The house and premises have been maintained in the usual excellent condition.

The work of the College was carried on under the same staff of ordinary Professors as in the previous year, and with equal success—indeed a somewhat higher level of general efficiency was attained. The College Register was very useful by reason of the full and discriminating criticism of the Professor of Method—Miss Mary Murphy—on each student.

A brief concert and a dramatic recital at the close of the inspection showed much merit and intelligent training.

N.B.—Owing to the early date at which our report has to be furnished this year, we have not had an opportunity of studying a summary of the results of the answering of the students of the various Colleges in the subjects tested at the recent July Examinations.

J. J. HYNES.  
A. PURSER.



GENERAL REPORT ON CIRCUIT FOR YEAR ENDED  
30TH JUNE, 1909.

CIRCUIT 12.

DUBLIN,

11th August, 1909.

GENTLEMEN,

In accordance with your instructions, I beg to submit my General Report on the schools of Dublin (2) Circuit for the school year ended 30th June last.

Dr. T. J.  
ALEXANDER

Speaking generally, the circuit includes the southern half of the County Dublin and the greater portions of the counties of Wicklow and Wexford, together with a small strip of the County Carlow. Section A, in charge of Mr. Cussen, embraces South Dublin and North Wicklow, while the remainder of the circuit forms section B, in charge of Mr. Dickie.

The school accommodation is sufficient throughout the circuit. In no case, so far as I am aware, have children to travel unduly long distances to school. Taking denominational requirements into account, there are, with one exception, no unnecessary schools. A reduction in the number of separate schools by the process of amalgamation is, however, very desirable. It would increase the efficiency of the teaching staff to a very considerable extent. Mr. Dickie reports that "some double schools have been amalgamated in the counties of Wicklow and Carlow, and some other cases are ripening for similar treatment."

School  
accommo-  
dation.

Cases of overcrowding in the country are few in number, and these are chiefly caused by the boarding out of pupils from the Poor Law Unions. Several of the city schools need enlargement.

A schoolhouse should be commodious, well lighted and ventilated, and have proper sanitary arrangements. It should be neat in appearance, both internally and externally, and the surrounding plot should be tastefully kept. Judged by this standard, there is considerable "lee way" to be made up as regards the condition of the houses and premises in many cases. The school buildings have, too often, a neglected, uncared-for appearance, the walls not being whitewashed or coloured except at intervals of years. The woodwork is hardly ever re-painted, except on the comparatively rare occasions when structural alterations, or repairs, have to be effected. The school plots are, in many cases, like portions of a "fair green." The need of keeping the schoolrooms with neatness and taste is by no means universally recognised. Maps hung awry with semi-detached rollers, and "dog's eared" soiled tablets, etc., are too frequently

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ALEXANDER.

seen. The simple expedient of bordering these tablets with pink paper, cut in mitre pattern, which is remarkably effective in brightening up the appearance of the schoolrooms, occurs to very few. The schoolrooms are, as a rule, regularly swept, but dusting is too often neglected, and in many cases floors are left unwashed for months together.

Furniture  
and  
equipment.

The desks are too often of an old and unsuitable pattern, and, except in regularly organised Infants' Departments, are of the same height throughout, no account being taken of the fact that the pupils who are to use them are of varying ages. The desks are not always sufficient in number to enable teachers to carry out the new system of organisation effectively. There is usually a sufficiency of maps, blackboards, ball frames, etc., but many of the maps are worn and quite out of date. Except in the Convent schools, little progress has as yet been made in providing appliances for physical culture.

Heating.

As there are few bogs available, coal is the fuel chiefly used. Its cost is considerable in many localities, and hence it is not always possible to have an adequate supply on hands. The urban schools are, as a rule, well warmed, but owing to the scarcity of fuel and the defective construction and unsuitable situation of the fire-grates, many of those in rural localities are often little better than refrigerators.

School  
Libraries.

Few of the rural schools that I have visited are provided with libraries, but the town schools are, in general, better off in this respect.

Closets.

Almost all schools are provided with closets. In the towns these are usually kept in a satisfactory condition. It is otherwise in the country, where flushing is not, as a rule, possible. The proper disposal of the contents, in these cases, still constitutes a difficulty.

It is but just to add, in concluding this portion of my report, that the Convent schools and premises are always kept in admirable order.

The following are Mr. Cussen's observations regarding some of the points just referred to:—

"There are not many really good school buildings, with ample accommodation, sufficient number of rooms, good light and furniture; but a good deal has been done to render the older class of house more suitable for the system of organization now desired. Within the past three years eight new schoolhouses have been built, or are about to be built. Extensive improvements (involving an outlay of over £100) have been made or definitely arranged for in thirteen schools. New houses or extensive improvements are engaging the serious attention of the managers in many other cases, but some delay may be expected.

Cleaning of  
Schools.

"Systematic arrangements are made for cleaning the great majority of the town schools, but the local contributions are in most cases insufficient to have the work done thoroughly. The country schools depend chiefly on the teachers' influence with the pupils for the daily dusting and sweeping, and the work is not done in a methodic way."

Mr. Dickie reports on the points above adverted to in the following terms:—

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ALEXANDER.

"Some of the schoolhouses in this district are neatly arranged with flower plots outside, window gardens, and creepers on the walls. The general standard of achievement in this respect, however, is not high. For this there are many reasons. The teacher—I say the teacher, for it is by him in most cases that any horticultural efforts are made—often knows nothing of gardening, a fact which is from time to time demonstrated by the dead plants adhering to the plastered wall or encumbering the flower plot. . . . The furniture provided is, on the whole, fair. The newer forms of organization contemplate seats for a larger proportion of the pupils than the old, and the desk accommodation frequently falls short of this standard. The desks themselves are frequently old and clumsy. Dual desks—an arrangement which facilitates supervision and lessens inattention—are very rare. The supply of maps, except in a few cases, is satisfactory, and globes have been provided in almost all the schools. This map equipment is carefully looked after by me, but I regret to have to state that in many cases both maps and globes when procured on inspector's suggestion are paid for by the teacher.

School-  
houses.

"Most teachers keep their schools reasonably neat and clean. The sweeping in many of the country schools is done by the pupils in rotation—a plan which has much to recommend it. Sometimes I have found this being done in the morning, and the pupils then have to begin their work in a dust-laden atmosphere.

Cleaning of  
the school-  
rooms

"The out-offices are in general well kept, rather better than in any other district I have been stationed in. Irregularities in connexion with these are chiefly caused by the pupils from three to five years of age.

Out-offices

"The heating of many of the schools is not in a satisfactory state. The fire is very rarely "set" the evening before; it has to be made and lighted by volunteers under the teachers' direction; it begins to burn at 10 o'clock, and often an hour of school work has passed before the room is even moderately comfortable. Fuel, too, costs money, and is often sparingly used."

Heating.

I can speak in high terms of the teachers in their private capacity. They lead exemplary lives, and faithfully fulfil their duties as citizens. Up to a certain point I can also give them warm commendation as instructors of youth. They are regular in attendance, and rarely, if ever, absent themselves from duty without sufficient cause. I must express myself in more restrained terms in reference to their professional ability. Many of the teachers in the City of Dublin and the suburbs are doing valuable educational work, and need neither urging nor guidance in the discharge of their duties. Their confreres in the rural portion of the circuit, as a body, have not, so far as I have been able to observe, assimilated to any considerable degree the spirit of the new system, or grasped to a sufficient extent the educational principles underlying it. If the ideals set before the teachers in the new programme are to be realised to any considerable extent, radical changes must be made in the organisation of the smaller schools—that is, those in charge of one or two teachers. Schools of this type are by far the most numerous, and hence the efficiency of our National system, as a whole, is seriously affected if such schools are not conducted on lines that lead to success.

Teachers.

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Preparation  
for work.

My colleagues—Messrs. Dickie and Cussen—have been strenuous in their efforts to induce the teachers to plan out their work beforehand—for a day or a week, according to circumstances—as such a step is an essential preliminary to all proper preparation for effective teaching. A certain measure of success has attended their efforts—so far, at least, as the drawing up of a plan (or syllabus) of proposed work is concerned, but I am not sure that this is followed up in all cases by thoughtful preparation for the work of instruction. I meet cases, not infrequently, in which no teaching notes for *reading* and *explanation* lessons, for example, can be produced, and in which passages for dictation and *paring* have not been selected beforehand. Teaching notes for the geographical lesson are not always prepared with the view of rendering it interesting, and, therefore, effective. Much of the teaching given under such circumstances must, necessarily, be aimless and wanting in method, and therefore of little educational value. The distinctive difference between the old and the new systems is that the latter requires the pupils to be *trained* and not merely taught: it rightly lays stress on the fact that the method by which “knowledge” is acquired largely determines the amount of “power” that it gives. This training cannot be given by any teacher unless he is thoroughly prepared for his work. With the view of helping the teachers to attain, as far as possible, to the higher ideal set before them in the new system, I hope to have conferences with them from time to time, as opportunities permit. I have held one such conference already.

Mr. Cussen states:—

Teachers.

“With the exceptions mentioned below the teachers are, as a rule, well qualified to conduct the work of a primary school efficiently; and a considerable number of them show marked skill and ability in their work.

“The exceptions are, however, important:—(1) The number of really efficient principal teachers, who are able, not merely to teach a division of the school, but to give effective guidance and advice to their assistants, is small, and (2) most of the numerous lay assistants in the Convent schools are only moderately well qualified for their duties. . . . It is to be regretted that many of the Convent schools retain the less successful monitors as teachers.

“Preparation for the lessons is usually made, but it is frequently rendered inadequate by the want of suitable material to draw from. The better educated teachers can, no doubt, prepare good lessons on any subject, but many require the aid of well annotated editions of the reading books and text books to give them a fuller view of the matter than can be acquired from books compiled for the use of children.

Dealing with the same subject, Mr. Dickie notes:—

Teachers.

“The teachers engaged in my section (most of County Wexford, and portions of Carlow and Wicklow) are a most respectable body. Instances of conscious neglect of duty are rare, and cases of falsification of accounts rarer still. In point, however, of professional skill, mediocrity is the prevailing note. Very few of the schools are classed lower than ‘Fair,’ but not many receive a mark higher than ‘Good.’ There is not much enthusiasm amongst the teachers, but there is a good deal of quiet, steady, commonplace work.

"The matter of study and preparation for school work, especially the latter, has of recent years been pressed on the teachers' attention. Of study for the sake of culture or of general self-improvement there is not at present much, nor under present conditions is there likely to be any great development of it. Of preparation for daily work there is an increasing amount every year. I am careful not to require anything which would put an undue tax on the teacher's leisure. A concise weekly syllabus, underlined and annotated readers, and brief suggestive notes on any new rule or head of a subject are what I urge all teachers to provide. The syllabus is to be found in all schools, and most of the teachers make some effort to carry out the other two suggestions."

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ALEXANDER.

Preparation  
for work.

The degree of regularity of the attendance varies between extreme limits. Some of the city and suburban schools achieve a most creditable record in this respect: in their cases the "centesimal proportion" ranges as high as 85 or over. In rural localities a much less satisfactory state of things prevails. During some portions of the year half of the pupils on rolls are absent, and it is safe to say that there is one-third of them always absent. The maximum of irregularity is reached in the County Wicklow. Parental apathy, and the scarcity of labour are the main causes of this defect.

Attendance.

The average age of pupils on entrance is about five years, but in the case of Couvent and other important town schools pupils often begin to attend at the age of three years. The number of pupils that remain in attendance after reaching the age of fifteen years is comparatively limited. In towns the pupils are the children of shopkeepers, clerks, artisans, and labourers, and in the country are almost invariably the children of farmers and farm labourers. Their general health is good, save for an occasional epidemic of measles, etc., and their eyesight is rarely defective.

Age on  
admission.

Health.

Mr. Cussen's observations on these points are as follows:—

"The attendance has improved since the enforcement of the Act of 1892, ten years ago, but the improvement is small compared with the cost and effort required to administer it, and it does not seem capable of effecting a substantial further improvement."

Attendance.

"The attendance of the pupils on the rolls of the schools is only moderately regular; and the number who leave school permanently without reaching the minimum educational standard required by the Act is very large. As evidence of this I may call attention to the fact that the proportion of the Dublin children in the fifth standard as compared with the number in the second is the smallest in Ireland; and hence the proportion of those who are likely to be illiterate in after life is the largest in the country."

"In many cases the pupils' ages on admission are understated, and their backwardness in education is concealed by this means. Some never get higher than the first standard; many leave school under fourteen, and very few remain after that age."

Mr. Dickie notes:—

"The attendance of pupils at the schools remains much the same year by year. The poverty of many of the parents induces them to seize any chance which offers of employing their children at material work, however unremunerative. I am unable to see any real appreciation of the

Attendance.

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value of education amongst the masses. The reason of this is not far to seek. The money or material advantages of a sound primary education are less in Ireland than in other countries of better economic condition. In the greater part of Ireland the middle class is practically confined to the overcrowded and underpaid professions, and the clever boy from the primary school, unless he emigrates or manages to pass through a University, has little prospect of rising in the world.

"The Compulsory School Attendance Act, now a number of years in operation, has little effect on the attendance. The compulsion applied is of a very dilatory and ineffective character, and the slight increase which it generally produces in the attendance of the juniors is outweighed by the idea which it fosters that the pupil's education ceases at the age of fourteen years. The local circumstances which affect attendance are those common to the whole country—field work at various periods; severe weather; detaining pupils at home in order to get some trifling service, such as an errand, performed.

Health and  
vision.

"The County Wexford children are, indeed, fine sturdy boys and girls, and they appear quite remarkably healthy. I very seldom notice cases of defective eyesight. On the other hand, cases of decayed and misshapen teeth are very numerous.

Age on  
admission.

"There is nothing special to note in the age at which the pupils begin their school life. The average age might be put down as five, except in the towns, where many children of three attend the Convent schools. The mothers are, I think, very glad to get them out of their way for some hours, and the proximity of the schools makes it easy to send them.

Age on  
leaving.

"The general tendency, though a slow one, is for the pupils to leave school earlier year by year."

Promotion

Speaking generally, promotions are made regularly, year by year. There is a tendency in some schools to keep pupils in the infants' class too long.

Proficiency.

Judged from every point of view, the urban portion of the circuit stands easily first in educational efficiency. For obvious reasons this is, I suppose, to be expected. I must say, however, that an experience of thirty-three years has convinced me that, in the words of an English inspector, "large schools or small schools, town schools or rural schools are exactly what the teacher makes them." The personal equation comes in here, as in every other department of human effort. A rural school, notwithstanding its limitations, can be raised to a high pitch of efficiency by earnest, skilful, and well directed effort. Some of the best schools I ever examined were of this type. Mr. Dickie states that in the greater part of his section the general proficiency is not high, and that, leaving out the Convent schools, some of which are managed with much ability, the number of good schools is small.

Reading.

Reading is, as a rule, fluent and accurate in pronunciation, but it is too often indistinct, monotonous, and devoid of expression. It would seem to me that the proper method of teaching the subject is imperfectly known. Certain principles must be grasped, and acted on systematically, if successful results are to be achieved. Expressive reading includes (1) clear and distinct utterance of the important words in each sentence; (2) appropriate phrasing; (3) proper emphasis; (4) suitable modula-

tion of the voice, and (5) a suitable rate of utterance. In many of the schools the teacher simply "hears" the pupils read, and contents himself with merely correcting mispronunciations. Model sentences are not read with sufficient frequency, and when such "example" reading is attempted it is often informed by no principle.

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In general, the matter of the reading lessons is pretty well understood, and it is the exception rather than the rule to find pupils unable to answer questions designed to test how far they have grasped the general drift of the lesson—but they are not always felicitous in expressing themselves.

Explanation

Mr. Cussen notes:—

"Reading is not improving. The pupils can, indeed, read the words with facility, but little attention is paid to emphasis or expression, and grouping words in clauses without regard to the meaning is a very common fault. These faults are in part due to the unsuitable character of many of the reading books in use, which do not arouse the pupils' interest or stimulate them to spontaneous effort."

Reading.

"As a rule, they understand the general meaning of the lessons fairly well, though their answers often indicate vagueness of ideas, and are inaccurately expressed."

Explanation

Mr. Dickie speaks somewhat more favourably of the reading in his section. He writes:—

"Reading may be described as good. The mechanical monotone, accompanied by an over-emphasising of the last word of the sentence, which some years ago was practically universal here, has to a large extent disappeared. The requirements of the programme as regards Story and Historical Readers are now carried out in practically every school, and the greater variety and extent of the practice thus obtained are responsible for the greater ease and intelligence with which the pupils read. Progress is also accelerated by the combining of classes of unequal attainments at the same book, a practice termed 'grouping,' and which in the case of reading is uniformly beneficial."

The style of oral answering in our schools is very unsatisfactory. It is one of the most prevalent as well as one of the most serious defects. The pupils speak in an indistinct undertone, which is frequently quite inaudible, and they do this when replying to the teacher as well as to the inspector. It is evidently habitual, and does not arise from diffidence when speaking to a stranger. I thoroughly concur with Mr. Cussen when he says that

Oral  
answering.

"In most schools the style of speaking is poor, and the pupils' statements are neither well framed nor distinct."

He adds that

"It is a curious fact that children who will speak to a visitor distinctly and with confidence outside the school become diffident and unwilling to speak loudly in the schoolroom."

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He attributes this defect to the

"Undue prominence given to simultaneous answering as a means of instruction."

Writing.

On the whole, the proficiency in writing is reasonably good. The blackboard is generally, though not always intelligently employed for giving instruction in this branch, and in many schools headline copybooks are used to supplement this instruction. Few teachers now rely on the latter exclusively. Neatness and care are not always evident in the written exercises, and the need for thorough revision should be more universally recognised.

Spelling.

Spelling receives a due share of attention, and with very fair results. There is a tendency still observable, however, to rely rather much on transcription as a means of teaching this subject. A good many teachers treat the dictation exercise in the manner suggested in the "Notes," and not as a mere examination test.

Composition

Composition continues to improve. In a considerable proportion of the schools the senior pupils show a satisfactory degree of proficiency in this branch. The subjects selected, however, are often of too formal a character, and give little scope for imaginative development. The pupils in the middle standards are sometimes introduced to continuous composition before they have been properly grounded in the construction of sentences.

Arithmetic.

On the whole, arithmetic is taught successfully to the junior standards. The pupils can usually calculate readily, explain the processes of work fairly well, and work easy problems. The two chief purposes to be kept in view are (1) to make the pupils rapid and accurate calculators, and (2) to train them to apply intelligently the arithmetical processes learned. It is a great mistake, I hold, to combine both these objects in the same exercise; yet it is constantly made. Problems must be expressed in small numbers, and if they are always employed, the power of manipulating larger numbers with rapidity and accuracy will not be acquired.

Mr. Cussen points out that

"The learning of tables still requires a very large amount of monotonous repetition, and few teachers try to arrange the work in a more striking manner so as to make a smaller number of repetitions suffice."

Mr. Dickie is of opinion that while

"Formal arithmetic in the junior standards is distinctly good,"

Yet that

"In problems and applicate work, which require slate or paper, the result is not so satisfactory. The pupils have not learned to associate arithmetic with mental work other than counting."



I should like to see greater soundness in the teaching of notation, and a more constant use of concrete illustrations in the early stages of the subject. To tell a child, in the first instance, that the figure 2 in the number 27 means 20 (which is not true) will only confuse him. When we set down the figure 2 in this case we record the result of counting by tens, whereas we are counting by ones when we call it twenty. The need of making this point clear is not generally recognised. Another source of confusion is the misleading and incorrect use of the term "unit" in this connexion.

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In a minority of schools—chiefly urban—arithmetic is very well taught to the senior standards. The power of rapid and accurate calculation has been acquired, and principles are clearly grasped and intelligently applied. In these schools the teachers show high skill and much originality in devising clear and effective methods of teaching arithmetic. In many others, the teachers treat arithmetic on the "Compartment System," and deal with each portion of the subject under its appropriate "Rule." Each "Rule" constitutes a fresh start, disconnected from all that went before.

Mr. Cussen states:—

"In the senior standards the rules are, I believe, always explained on the blackboard, and the learning of these is made an intellectual exercise, but teaching directly from the concrete or directly from familiar rules, as suggested in the "Notes for Teachers," is less usual than in the junior standards. The result is that the pupils show only fair skill in applying their knowledge to problems or applicate questions requiring thought."

Mr. Dickie finds the proficiency of the senior standards not quite satisfactory. He thinks that in some cases the time allowed for the subject is insufficient; that in others the energy of the teacher is not able to cover all the subjects sufficiently, but that, apart from remissness or incompetency on the part of the teacher, the weakness observable is to be attributed to the practice, quite too common, of concentrating attention on methods rather than on work done, and to the infrequency of actual and strict examination. Mental arithmetic is fairly attended to.

*Analysis* is systematised explanation, and is, therefore, ancillary to good reading. It discovers the "joints" in the sentence, and assists the reader to group the words so as to bring out the sense clearly. *Parsing*, on the other hand—when properly taught—aims the pupil to see *where* he is wrong in expression and *why* he is wrong. These branches are differentiated by the object in view, and also by the circumstance that each has a separate terminology. These facts are not borne in mind by many, and hence the teaching is sometimes confused and ineffective. Satisfactory instruction, however, is given in a considerable number of schools. Mr. Cussen reports that the proficiency in *grammar* is very fair, but Mr. Dickie speaks in less favourable terms of the progress made in the subject.

Grammar.

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Geography.

The preliminary work in *geography*—as indicated in the "Notes for Teachers"—is too rarely gone through in a systematic and thorough manner; in other words, a proper foundation is not always laid. Strange as it may seem, there are teachers still to be found who commence *geography* with the Map of the World, without any preliminaries whatever.

Nothing is attempted in many cases beyond pointing to printed names on a coloured sheet of paper named a map. "No knowledge can be more worthless than the knowledge of so many lines, straight and curved, and the position of so many spots upon the map alone, if they are not suggestive of the realities of nature." The absence of description by the teacher renders many lessons jejune and uninteresting to the last degree. "It is to no purpose to have learnt the names of Alps and Andes unless these names suggest the mighty masses towering into the clouds, interspersed with sunny, fertile valleys below, and as being in their higher regions the dwellingplace of storms, the seat of everlasting snow." A well-taught course of geographical instruction would exercise and train the pupils' power of (1) observation, (2) imagination, (3) memory, (4) judgment and reasoning. Only distant approximations to this ideal have been attained in many cases.

Mr. Cussen reports that:—

"*Geography* is only moderately well taught in most schools."

He adds that

"Maps are seldom studied intelligently, and the pupils learn little that is of real value."

Mr. Dickie notes:—

"*Geography* is, on the whole, well known. At all events, the progress made in the subject in recent years has been very considerable. Maps, globes, and manuals are all used."

Elementary  
Science.

The "heuristic method" has been practically abandoned in the teaching of *elementary science*. All that is attempted in most cases is to get the pupils to imitate, more or less imperfectly, experiments performed by the teacher. The number of pupils that receive even this amount of practical "training" is relatively small. Really satisfactory work is done in only a limited number of schools.

Mr. Cussen writes:—

"The merit shown in this subject varies greatly. It is taught with marked success in a small number of schools, where there is a separate room for the purpose, and a teacher with an aptitude for scientific work. In most of the schools the instruction is not of much value, and the notes compiled by the pupils are not based on real knowledge. Moreover, as the work is not simplified by reducing it to a few clear general principles, it is easily forgotten, and the pupils have seldom clear ideas of the less recent work. A few teachers of country schools who have a taste for botany have made a very good beginning in nature study."

Mr. Dickie also reports in unfavourable terms as to the character of the science instruction given in his section.

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Object lessons are taught in nearly all schools, but in most cases the instruction is of a routine character of little educational value. Simultaneous answering is a common fault in these lessons, and sufficient use is not made of the opportunity for giving a good training in oral expression. In some schools, however, where the teachers have an aptitude for this class of lesson, and show originality in their treatment, very good work is done.

Object  
Lessons.

The teachers are, at present, between "cross seas" in the teaching of *drawing*, and are suffering from a conflict of ideals. Without guidance they are likely to make serious mistakes in attempting the newer portions of the programme. The Organiser of Drawing Instruction has commenced to afford the necessary guidance by holding conferences with the teachers in various places. Mr. Dickie reports that the conference which was held in Wexford has had very satisfactory results.

Drawing.

In most of the schools the pupils are fairly expert in *freehand drawing*, and in the larger schools some *geometrical drawing* is also taught.

*Singing* is very well taught in the town schools; fairly well in the country districts. In many of the Dublin schools a very high standard of merit is attained. It is taken up in almost all schools.

Singing.

In most of the girls' schools the pupils acquire a useful knowledge of *sewing*, *knitting* and *darning*, and many do good work in *cutting out* also. The number of schools marked "Very Good" in *needlework* is not large, and most of the schools are not yet supplied with the demonstration patterns for teaching the subject. Individual instruction is far too prevalent.

Needlework.

Mr. Dickie notes:—

"Needlework is only fair. Some of the Convent schools do very good work, but the majority of the country schools are content with a degree of proficiency which averts unfavourable comment. The tendency, however, is towards improvement. *Cutting-out* is fairly well taught. *Knitting* does not receive sufficient attention, a fact due, perhaps, to the ousting of the home knitter by machinery. Fine work of various kinds, lace, etc., is done in some of the Convent schools."

The instruction in *cookery* is usually successful. The number of schools in which it is taught is gradually increasing. It is taken up in nearly all the city and suburban schools where there is a sufficient number of senior girls. These schools are usually well equipped; in a good many of the rural schools the supply of utensils is not fully adequate.

Cookery.

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In this connexion Mr. Dickie notes:—

"Hygiene and health habits are taught in connexion with cookery, and also in some schools where no cookery is attempted. The proficiency, however, varies very greatly. In some schools practically nothing is known of the subject, and, speaking generally, it is very rarely, indeed, that I meet with any really full or digested knowledge."

Infants'  
Schools and  
Departments

The infants' schools vary considerably in merit. In some the teachers possess a high degree of skill; are thoroughly versed in the best methods, and show themselves to be in close touch with the requirements of their young charges. In such cases, work is a positive pleasure to the children. In others, the methods followed are frankly mechanical. There is little spontaneity or freshness in the work.

The habit of clear and distinct utterance is not cultivated as widely as it should be. Successful instruction in *writing*, *arithmetic*, and *drawing* is given in the majority of schools. A good deal of chalk drawing on brown paper is exhibited. *Drill* is usually good, and *singing* very good, or excellent. It is a comparatively rare experience to hear a well conceived, effective *object lesson*. A hidebound, uninteresting routine is too often followed. Games are often given, but the repertoire in many schools is a somewhat limited one. I have seen cases in which the so-called "games" (?) took the form of horseplay.

Many of the teachers regard *kindergarten* as a subject rather than a *method*. Led astray by this conception they handle it in such a manner as to destroy much of its educational value.

Mr. Cussen writes:—

"*Kindergarten* is taught in all the infants' schools. Few, however, have the combination of good accommodation, suitable desks and appliances, and teachers highly trained in this branch of school work. The instruction is beneficial to the pupils rather as a relaxation from other work than for any positive training."

Mr. Dickie reports:—

"Most of the Convent schools in my section have been recently visited and organized by some of the kindergarten organizers. The training of the infants in these schools is, in general, of a satisfactory character, and would be very good, indeed, except for the fact that much of the teaching is entrusted to young girls in the receipt of very small salaries—in some cases as low as £4 per annum. These young persons, as a rule, work very assiduously, but, of course, they lack both confidence and resource, and they go through the same routine day by day in a somewhat mechanical manner."

Infants in  
ordinary  
schools.

In ordinary schools taught by two or more teachers the infants usually receive a fair share of attention. They get, in turn with the other classes, direct instruction from the teachers, but the provision for their distinctive training is, as a rule, very inadequate.

Teachers do not realise, as generally as is desirable, that these children are at the most impressionable age, and that in their

case, more than in any other, the law holds good that repeated acts gradually solidify into habits. It is of the deepest importance, therefore, that right habits should be formed from the first—not wrong ones which have subsequently to be eradicated by painful and laborious effort. It is in the schools under one teacher that their educational interests suffer most. They are too often dependent, in such cases, on their fellow pupils for the modicum of instruction they receive—so far, at least, as the essential subjects are concerned. The appointment of junior assistant mistresses in these schools—by which, of course, they become “Two Teacher” schools—eases the situation to a very considerable extent. These young persons have, as a body, done much better than was generally expected. Many of them are ex-monitresses who have had a useful training. The number of absolute “inefficients” amongst them is relatively small.

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Before leaving the subject of the treatment of infants, I wish to say that the proper use of the blackboard in teaching them *reading* is by no means generally understood by teachers. I should like to refer to this subject in some detail, and to point out the more serious faults noticed in method, but I fear this report is already too long.

Beyond all doubt whatever, the new system has increased the general intelligence of the pupils. They are brighter and readier than they used to be. If the examiner went outside the beaten path in the smallest degree, in former years, the result was generally disaster. This happened even in what were then considered good schools, but it is no longer the case. In reasonably efficient schools the pupils display much mental alertness, and can grapple with a novel point—say a problem in arithmetic or a question of parsing—and draw out a chain of reasoning bearing on it. While concurring in these views, Mr. Dickie states:—

Educational  
effect of new  
system.

“I notice a tendency to concentrate attention more on methods than on work done. Hence, half-understood grammar, undigested science, and ineffective arithmetic. No amount of method will compensate for the steady enthusiasm of the teacher, and the attentive labour of the pupil.”

When a school is in charge of three or more teachers, the question of organisation is a comparatively simple one, and need not be further discussed here. I may remark, however, that in some schools of this kind the extraordinary result of the arrangement made is to leave some teachers idle, occasionally, for half an hour!

Organisation

The “grouping” of standards for collective instruction has only been partially carried out in the schools where it is most needed—those in charge of one or two teachers. The proper attitude to take towards a class which is confessedly made up of two sets of pupils of unequal proficiency is a point not generally understood. The need of completely re-organising the schools on a “grouping” basis, and the best method of doing so, are being pressed upon the attention of the teachers whom the matter concerns. I have every confidence that in the near future there will be little room for criticism in this respect.

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Training of  
monitors and  
pupil  
teachers.

On the whole, the monitors continue to receive careful instruction and training. The letter, if not always the spirit, of the Board's rules bearing on these points is adhered to. "Criticism lessons" are regularly given, but the teaching notes submitted to me are sometimes crude and not logically developed. The requirement that there should be a set of consecutive lessons on the same subject is sometimes overlooked. Mr. Cussen notes under this head:—

"The number of monitors is large, but is decreasing, and their training is carried out in accordance with regulations. About half of them secure admission to a Training College on the completion of their course."

And Mr. Dickie remarks:—

"There are not a large number of monitors in my section, the anxiety to have such helpers being confined to the large Convent school. The training given to them in those schools is in general very good, a special nun being placed in charge of them. Criticism lessons are regularly given in due form. There is no doubt whatever that the establishment of criticism lessons has had a most beneficial effect, not only on the monitors, but on the teachers, who are called on to criticise and give model lessons. There are two pupil teachers in my section. Both are girls of talent, but while one is likely to turn out an excellent teacher, the other appears merely to have accepted the position on account of the salary it conferred."

Extra  
branches.

*Mathematics and Irish* are the only extra branches taught.

Mathematics

I examined mathematics classes in sixteen schools. The proficiency varied from excellent to bad, but in the majority of cases useful work was done. Better intellectual training appeared to have been derived from the instruction in *geometry* than from that in *algebra*. It is fully recognised that pupils *must* understand *geometry*, and not merely learn the propositions by heart, but in *algebra* reliance is placed too much upon a set of "cut and dry" rules, and the pupils too rarely get "a peep behind the scenes." Even in *geometry* there is a tendency to take things for granted, and not to encourage a spirit of inquiry. For example, if a pupil who is demonstrating Prop. XI., Book I., is asked why he began the construction by "taking a point D in the line AC" he is rarely able to give a correct answer. The method of indirect proof is much too highly condensed in the text-books, and this important matter is not usually elucidated in the class.

Mr. Dickie states that the proficiency in mathematics—which is taught in about twenty schools—is only moderate. As in my own case, he finds the instruction in *geometry* more effective than that in *algebra*.

Mr. Cussen notes:—

"Most of the larger boys' schools are giving useful instruction in mathematics. Mathematics had been taught as an optional subject for a few years, and most of the pupils were eligible for examination in the first year's course of this branch as an extra subject in 1908. As a rule, the answering was good, and in many schools it was very good. Recently,

however, a number of teachers have notified their intention of not presenting pupils in mathematics this year, and in some cases the reason assigned is that more time is required for teaching Irish." Dr. T. J. ALEXANDER.

The classes in *Irish*—of which there is a considerable number—are examined and reported on by Mr. Mangan, Inspector, and the Organisers in Irish. Irish.

The evening schools in operation were inspected by my colleagues. Dealing with this topic, Mr. Cussen notes:—

"The number of evening schools has gradually declined, and only one is now in operation. This school is in College Green, and is under the management of the Postmaster-General. It is conducted by four National school teachers, and has an attendance of over one hundred telegraph messengers, who get a very useful training in the subjects taught in the higher standards of the National schools. Many of these boys have been helped by attending this school to obtain good positions in commercial life or in the Civil Service. Its success is largely due to the efforts of Mr. Mullally, of the Telegraph Department, who acts as the manager's representative. It is to be regretted that the other evening schools have not been maintained by the managers. They are greatly needed to enable young people to correct the defects in their education due to irregular attendance in early years; and the evening schools that were closed were doing good work and were well attended." Evening schools.

Mr. Dickie reports:—

"There were only five evening schools in my section last session. One of these, situated at the south of the county, in the Barony of Forth, was a remarkable success. It was attended by nearly forty labouring men, attentive and interested, comprising both illiterates and some few who came to learn book-keeping, etc. Very fair work was done in the others, with the exception of one, which was a comparative failure. Two years ago there were ten such schools in the district. The work, if the teacher attends both to a night school and to a day school, is very severe, and the educational zeal of a locality seldom runs to more than two successive sessions. On the whole, I consider that these night schools are very useful."

I am, Gentlemen,

Your obedient Servant,

T. J. ALEXANDER.

The Secretaries.

Mr. E. P.  
DEWAR.

BELFAST,

1st July, 1909.

GENTLEMEN,

In accordance with your instructions, I beg to forward my report on the South Belfast Circuit for the year ended 30th June, 1909.

The circuit.

Since the last General Report was written, no change has been made in the area or boundaries of the Circuit, which continues to embrace a considerable portion of the City of Belfast and the greater part of Co. Down. For purposes of inspection the Circuit is divided into two sections, which are in charge of my colleagues, Mr. J. A. O'Connell, M.A., and Mr. Wm. MacMillan, B.A. The former resides in Bangor, and inspects the schools in Belfast and those which lie along the eastern seaboard of Co. Down; while Mr. MacMillan, who resides in Downpatrick, has the supervision of the schools in the southern part of the Circuit.

School  
accommo-  
dation.

At present there are 362 schools in operation, or 10 less than at the date of my last report. The attendance at these 10 schools had become so small that it was found necessary to close them or to amalgamate them with adjoining schools. The closing of these schools caused very little inconvenience to the children who attended them, as there were other schools at a reasonable distance from their homes; but in one case where the distance to another school was deemed too far for the children to walk, the Commissioners of National Education provided a van or brake to take the pupils to and from the nearest school. This arrangement has worked well, and the van carries daily an average number of 14 or 15 children to school.

Of the 362 schools in operation Mr. MacMillan has charge of 177, Mr. O'Connell of 176, and 9 are under my own immediate care.

In Ballymacarrett (Belfast) the want of sufficient school accommodation is still acutely felt. No new school has been built in it for the past two years, and the existing schools are so full, that the applications of new scholars for admission are constantly refused. It is considered that new schools capable of accommodating six or seven thousand children are absolutely required in the Co. Down part of Belfast. In one or two of the rural portions of the Circuit the schools are rather numerous, but on the whole the school-houses are suitably located and accord closely with the number of school-going children.

Although no new schools have been built during the past year, considerable improvement has been effected in many, and in one or two the alterations have been so extensive as to make them quite equal to new ones.

The class-rooms in several schools have also been enlarged, and made healthful and comfortable; and in a few of the schools



the main rooms have been subdivided by folding partitions. The managers and teachers are becoming alive to the advantages of having well arranged and well equipped schools, but the want of money to carry out the requisite alterations and improvements proves a barrier which is not lightly removed. In the meantime it is something to know that higher ideals have been brought under notice, and that local authorities are desirous of having the schools constructed on the best principles and furnished with the best appliances. While some progress has been made, there are still too many schools in which the main room is too large and the class-room too small.

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—

In most schools the desks are in fairly good condition, but their construction is not always on approved lines. The seats are too far from the desks, and the pupils are thus forced to sit on a very small margin of the seat, and to assume an ungainly curved posture to reach over to the desk. In some infant schools the seats are too high, and prevent the pupils from using the floor as a support.

Furniture  
and equip-  
ment.

The schools are fairly supplied with black-boards and maps; but, when the latter become worn and torn, there is no fund to renew them, and their appearance is unsightly and indicative of apathy or neglect. Pictures are not seldom seen on the walls and help to make the rooms bright and attractive, while flowers in pots or boxes are grown in almost every school. School libraries are becoming more common, although the number of volumes is not large in any school. Bar-bells and dumb-bells are now used for the physical exercises, and occasionally Indian clubs are also employed.

On the whole the schools are kept comfortably heated, and sufficient attention is given to ventilation; but the floors and stairs are not frequently washed, and are sometimes black and uninviting. The dearth of funds has much to do with the apparent carelessness and neglect visible in some schools.

Heating,  
ventilation  
and cleanli-  
ness.

In the large towns play grounds are very few and very small—many of them only yards, which are unsuitable for recreation. At lunch hour the pupils have the option of remaining in the school-room, of walking in the street near the school, or of going to their homes if they are near enough to enable the double journey to be done in half-an-hour, the time given for recreation.

Play  
grounds.

Most of the schools are provided with offices which are kept clean. During the past year the sanitary arrangements of the Belfast schools were improved, owing to the higher standard imposed by the Belfast Corporation. Their gentle pressure effected immense improvement.

Sanitation.

Mr. O'Connell writes of his section:—

"There are 176 schools in this division. Of these I would say that about 32 are unsuitable for school purposes, either through over-crowding or from structural defects—22 of these had schoolhouses being situated in Bally-

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macarrett. Of the remaining 144 schoolhouses, some are very good—others not so good—but, so far as the buildings are concerned, there is no reason why efficient instruction should not be imparted in all of them, without causing injury to the health of the children. The class-room accommodation in several of the Belfast schools is unsatisfactory and unsuitable. The tendency, however, in both town and country is towards improvement. The condition of several schools has been improved in various ways during the past two years, by providing additional accommodation, by sub-division of large rooms, and by modernizing the sanitary arrangements. The managers are anxious to effect improvements, but the question of means is a serious consideration with them.

"Warehouses are gradually replacing dwellings in the centre of the city, and, in consequence of the diminished population, there is a surplus of accommodation in some four or five schools in that quarter, whereas additional floor space is needed in Ballymacarrett. Several of the schools there are crowded, and the teachers have constantly to refuse admission to new pupils. Six new schools—each capable of accommodating 1,000 children—could be usefully erected in Ballymacarrett. The schoolhouses are kept clean and tidy—some attempt at flower culture is made in practically all of them—and many of the country schools are provided with nice garden plots.

"Some schools are furnished with small libraries, but I cannot say to what extent the books are used. So far as I am aware no appliances for physical culture have been provided in any of the schools, save such as are used in the ordinary drill and other exercises.

"Grants have been withdrawn from two schools during the past year on the ground that they were no longer required. No new school has been taken into connection during that period. Steps have been taken towards erecting a new central schoolhouse at Dunover to supersede three existing schools, but the actual work of building has not yet been commenced."

Under this head Mr. MacMillan states:—

"The district is mainly rural, the towns, which, with the exception of Belfast, are small, containing only 40 of the 177 schools in the section.

"The farms are generally fair-sized or large, and the population is far from dense. Of the 137 rural schools, 51 have an average attendance of 35 or less, the average attendance being less than 25 in 21 schools. The number of schools continues in excess of what is required; 7 have been struck off within the last two years, but there are at least 18 other cases where schools might be struck off, by amalgamating boys' and girls' schools, by merely striking off small unnecessary schools, or by building central schools to replace two or more existing ones. In this number I have not included such cases as Ballynahinch, where there are four Protestant schools, of which two have not the average for an assistant. Yet a still smaller school than any of these was struck off in Ballynahinch last year.

"The schoolhouses afford sufficient accommodation for those attending, except in eight or nine cases. In two of these cases new schools are likely to be built, and in two others, at least, steps have been taken towards the erection of class-rooms.

"In a number of schools the desks are not of a good type, and in some they are old and more or less damaged, but on the whole the furniture is fairly satisfactory. The supply of large maps is insufficient in a number of cases.

"Five new schoolhouses have been recently built, or are building; two have been thoroughly over-hauled and largely re-built by local subscriptions; and some steps have been taken in seven cases towards the erection of much-needed new houses. A number of the new schoolhouses are in good condition as regards repair, but many of the schoolhouses are very old, and they often present a neglected or even dilapidated appearance. Only 32 of the 177 schools are vested, and of these three are vested in the Commissioners.

"To look after the exterior of the schoolhouse appears very often to be nobody's business; certainly nobody attends to it. It is remarkable how few schools show anything in the way of nicely-kept flower-beds, and suggestions I have made as to training climbing plants up the walls have so far proved fruitless. Flowers are grown inside in flower-pots in nearly all schools, and they are sometimes very carefully looked after.

"The school-room floors are often very dirty, but there is generally insufficient provision, if any, in the form of wire or other suitable mats, so that the pupils' boots deposit a liberal allowance of clay on the school floor on many days of the year.

"Only four schools are totally unprovided with privies, but in about a dozen cases the offices are built up against the schoolhouse, and in four or five they are situated at an inconvenient distance.

"The heating of the schools is in general satisfactorily attended to. Ventilation is often defective, particularly as many of the older houses have low roofs, but the teachers are mostly alive to the advantages of getting plenty of fresh air. The schools situated in the Newtownards Rural District have been compelled by the sanitary authority to have ventilators with cowls inserted in the roof.

"School libraries are found in a few schools; they consist largely of stories of adventure, etc., and ordinary fiction.

"Sixty-nine schools have either no playground at all, or practically none. These are almost all in the country, and the pupils play on the public road; in the town schools, which have no playground, the pupils usually go home for dinner at the hour for recreation.

"Before leaving the subject of the houses, I may refer to the apathy shown by the public generally towards the schools. As the result of some inquiries I find that visitors are very rare in National Schools; it is quite common to find that no one (exclusive of the manager) calls in a twelve-month, or often in a much longer period; and there are not a few cases where the manager is very seldom seen. Probably a wish not to interfere with the teacher prevents many people from calling, but if the parents looked in occasionally it would show both teacher and pupils that some interest was taken in their work, and would also likely lead to some improvements being effected to the schoolhouse.

"Appliances for physical culture are not found in the schools, except that in a small number there are dumbbells or barbells, or perhaps both. Owing to the absence of a playground, drill has frequently to be done inside school, and this is often objectionable."

The teachers are on the whole industrious, and perform their duties with energy and zeal. They make careful preparation for their work, and are anxious to attend classes which may help them to gain fresh information and experience, or to acquire new methods of imparting knowledge. In the preparation for their work, and in the manner of using their prepared notes, great improvement is noticeable. Formerly their notes were carefully laid past, and only produced when required at the visit of an inspector; now it is not unusual to find the notes in the teacher's hand when the lesson is being taught. The notes are also of a much more practical kind; they are short concise and definite; hints on the orderly arrangement of the lesson, or on the difficult points which require special stress and treatment.

Teachers.

Mr. O'Connell adds:—

"The teachers as a body attend carefully to their duties; they make preparation for their work, and they are anxious for the success of their schools. Several of them attend University classes at considerable inconvenience, while others attend classes in special subjects, such as cookery, science, etc. They are progressive in ideas and anxious to adopt new

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methods, when they are satisfied of their soundness. As evidence of this I would instance that the blackboard is largely utilised in the teaching of reading, writing, composition, object lessons, and such subjects."

Mr. MacMillan has the following observations:—

There are 23 schools with three or more teachers, 56 with two certificated teachers, 49 with a teacher and a junior assistant mistress, five in which a workmistress assists the teacher, and 44 which have one teacher only.

"As a body the teachers are competent to discharge their duties, and the proportion of them who have not been trained is now small. Many of the teachers who are looking for training diplomas make useful preparation for work, but in a great many cases, especially in the case of teachers who have been a number of years engaged at work, the evidence of study and of the thoughtful consideration of how they are to render their instruction most interesting and efficient is far from satisfactory.

"Preparation, of a kind at least, is usually made for object lessons, and occasionally a very good lesson is given, but I have never seen a complete scheme drawn out of the year's object lessons. Frequently no notes are written out for the object lesson, the printed notes of a lesson in a recent number of a *Teachers' Journal* being substituted."

Attendance.

As a general rule the attendance of pupils remains pretty constant. In the rural districts the population is more or less fixed, and the number of school-going children is not likely to vary from one year to another. During the past year no epidemics or special circumstances have unduly interfered with the attendance. In Belfast the difficulty is to keep the attendance of pupils limited to the accommodation provided. This accommodation has not been for some years sufficient for the supply of pupils, and hence the attendance, in proportion to space, is always at a maximum. If the rule requiring 10 sq. feet per pupil were relaxed, or any laxity allowed in its application, the attendance in the Ballymacarrett schools would at once increase by 10 or 15 per cent.

Ages of  
pupils.

The usual age at which children begin to attend school is 4 or 5 years, and the age for leaving school is 12 or 13 years. Much depends on the locality and the social position of the pupils. The demand for children's work in the large centres attracts the pupils as soon as they obtain the minimum knowledge to satisfy the requirements of the Act of Parliament.

Health of  
pupils.

To the ordinary observer the pupils appear bright and healthy, and suffer from no apparent defects of sight or hearing. Possibly their school environment is on a par with their home surroundings, and exerts no prejudicial effect.

Mr. O'Connell observes:—

"The attendance continues to be normal. There have been no outstanding causes to injuriously affect the attendance during the past year, and there has been no noticeable change either in the direction of increase or diminution. Some fluctuations there will always be, either through severity of the weather or in consequence of some epidemic, such as measles, mumps or scarlatina, amongst the pupils. The children leave school at an early age—the great majority on or before completing their

twelfth or thirteenth year and before reaching the sixth standard—and, under the circumstances, it is not surprising that their education is not very extensive.

"There is no doubt that delicate children sometimes attend, who are incapable of deriving full benefit from the instruction, and I have occasionally noticed pupils with defective eyesight or with some signs of nose or skin disease. Notwithstanding the objection to the multiplication of officials, the medical examination of school children would, I believe, be very desirable."

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Drwan.

Mr. MacMillan writes on attendance as follows:—

"The attendance of pupils is, in general, fairly regular, and I observe no marked tendency towards either increase or decrease. The Compulsory Attendance Act is enforced throughout the district, but managers and teachers complain of the inadequate manner in which its provisions are enforced, or of the readiness with which it may be evaded; and I have even been informed that in some localities the attendance has become more irregular since compulsory attendance was introduced. Pressure of farm work and epidemics are the causes of much irregular attendance, and the badness of the last two seasons has lowered the average attendance in a considerable number of schools. The parents are often in comfortable circumstances, and generally able to keep their children reasonably well clad, so that there is little of that absence from school owing to want of sufficient clothing which is common in the West of Ireland.

"Where the pupils live convenient to the school they generally begin to attend very early, often before they are four years of age; but in the majority of cases they are between four and six years when they first enter school. In the country districts, and the districts where there are mills alike, the children leave school at an early age, and the proportion of them going to school after 13 years is very small.

"In the 73 schools which I visited for the general inspection during the six months ended 31st May, 1909, there were 5,825 pupils on rolls; of these 1,101 or 18.9 per centum were in fifth standard or higher, and 491 or 8.4 per centum in sixth or higher.

"The parents of a considerable number of pupils are large farmers, professional men, or shopkeepers, but the great majority are small farmers, labourers, or factory hands. The children appear in the mass to be healthy, and cases of defective eyesight are not common."

The proficiency shows an upward trend, but the rate of progress depends on so many factors over which the pupils and teachers have not full control that the improvement is not always proportionate to the energy exerted or to the thought and skill expended. The schoolrooms are not always suitable for the work to be done in them. They are so large that several teachers with as many classes are engaged at the same time in them. The divisions between the class spaces are not well defined, and the class space is often so limited as to necessitate overcrowding. If order and discipline are not satisfactory, the consequent restlessness and noise distract both teachers and pupils. The work of one class interferes with the work of the others, and detracts from the general efficiency. Again, the class rooms are often too small for a class of ordinary size. The pupils are so placed that their view of the blackboard or map is defective, and they fail to carry away correct impressions of the lesson. Apart from the unnatural strain on the eyes of the pupils, and the impurity of the atmosphere in these small rooms, they are quite objectionable on educational grounds.

Proficiency.

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Dewar.

As the Commissioners provide two certificated teachers for the first 50 pupils, and an additional teacher for every additional 45 pupils, a well designed school should have a number of rooms, each able to accommodate about 40 pupils. In such a room a teacher could work without strain, and with every hope of success.

*Reading* shows some improvement. It is more expressive and pleasing, and the pupils display more power in conveying to a listener the exact drift of the passage read. The use of story books, and books of "popular interest" has fostered a taste for reading. As the best English classics can now be had at a reasonable price, it would be desirable if a second book of "popular interest" were allowed to replace the usual class reader.

Recitation of poetry shares the improvement which has been effected in reading. While reading has improved, I have not only a few schools in which the reading was good enough to warrant the suggestion that the time devoted to it in the highest classes could be lessened and given to the study of another subject.

Writing.

*Writing* is, as a rule, good. The instruction is satisfactory, and the blackboard illustrations are frequent and precise.

Arithmetic.

The rules of *arithmetic* are well taught, but their use and application do not receive adequate attention. Too much time is wasted in working mere mechanical questions on the rules, and too little given to the explanation of principles and their application to easy practical problems.

Cookery.

During the past year *cookery* was taught in a fair number of schools, and the results of the experiment are most encouraging. The pupils evinced an interest in the work, and showed very fair power in the preparation of various dishes. Their attempts have been favourably spoken of by the organizers who inspected the schools. The other branches of the school programmes receive regular attention, and show corresponding progress.

Infant  
Schools.

In the infant schools the training given to the children is according to modern methods. Less weight is now attached to the mere imparting of information, or to its reception and retention, and more importance is placed on the formation of good habits, and on the cultivation of the powers of attention, observation, and description. The children are asked to do and to tell in their own simple words what they do. Their school education is being more and more built on the information and experience which they have already acquired, and their plays and games are not only used to brighten the school day and make it more pleasant, but to convey lessons on kindness, self-denial, and truthfulness in word and act.

*Drawing, modelling, singing and drill show very creditable, and reading, writing and arithmetic satisfactory, progress.* Mr. E. P. DEWAR.

In the ordinary schools increased attention is given to the infants, and distinct clear speaking and reading are now generally insisted on. Sufficient use has not been made of simple Kindergarten occupations in these schools, and there are still schools where no provision is made, and no means employed, to brighten the life of these young pupils.

Mr. MacMillan states, under the head of proficiency:—

"At the last general inspection no school deserved the term 'excellent'; 15 were classified as 'very good,' 65 as 'good,' 86 as 'fair,' and 11 as 'middling,' or worse.

"The training of infants now receives more attention, since the average required for an assistant was lowered and since the introduction of junior assistant mistresses; the latter are naturally, of course, less capable of handling infants properly than certificated teachers. In the majority of schools something in the way of kindergarten is attempted, and a more modern method of teaching reading is adopted. More is done also at getting the youngsters to talk, but in respect of both this and reading there is much room for improvement; and I may mention here that, as a general rule I find the teachers inclined to accept too low a standard of work, and this is certainly one reason why the proficiency is not higher.

"It is quite a common experience to find the teacher's opinion of the proficiency of his pupils (as set forth on page 3 of Teacher's Return, Part II.) extravagantly high, almost everything or perhaps everything being characterised as 'very good' or 'good' when 'fair' is the mark actually deserved.

"Promotion probably goes on at about the same rate as in the days of the result system, so that the classification remains much the same. I have pointed out above how small a proportion of the pupils reach sixth standard. The intelligence of the pupils is undoubtedly fostered by the increase in the number of books read, and more satisfactory explanation is found now than some years ago, but many of the story readers are trivial productions, and the 2d. and 3d. condensations often used in the higher standards are not commendable.

"Reading is improving, but much of it continues monotonous and utterly without expression. *Pennmanship* is generally good, but it should be generally very good, and the subject suffers from want of proper attention and instruction. A faulty method of holding the pen is a very common failing. I regret that I cannot speak favourably of the proficiency in arithmetic. The mechanical part of the subject is often well or fairly well done, though the want of a thorough knowledge of the addition, subtraction, and multiplication tables frequently renders even this slow and inaccurate, but if the ability of the scholars to work problems is the best proof of effective teaching in arithmetic, as is stated in the 'Suggestions' issued by the English Board of Education, then in most schools the instruction in arithmetic leaves very much to be desired.

"Oral composition is a good deal practised, though much more should be done in one important respect, namely, getting the scholars, after a reading lesson, to give a connected account of what they have been reading about. Written composition is well taught in a number of schools, but generally speaking there is far too little evidence of preparation on the teachers' part, the range of subjects for composition is quite too limited, and the blackboard is not sufficiently used for class instruction.

"Singing and drawing are generally taught, and often with great success. In both subjects the course attempted is, however, frequently insufficient; the absence of music charts is often responsible for this in the case of singing, but a zealous teacher can easily provide substitutes.

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"Better results will doubtless soon accrue in drawing when the new methods are more fully grasped.

"*Nature study* is being taken up in some schools, and will naturally prove interesting to the scholars. But the work, as in the case of *object lessons* on other matters, must be systematic to be productive of much value."

Mr. O'Connell writes:—

"The proficiency of the pupils continues to be on the whole satisfactory, though *arithmetic* is very often backward. This is specially so in the matter of easy problem work, showing that the children have not been trained to think. In several schools I have thought that the teaching of *arithmetic* was too disconnected and discursive. To enable the children to work easy problems the best method is to teach thoroughly the principles of *arithmetic*, and to let the problems take care of themselves. There is possibly an improvement in *reading* in recent years, but I do not know that there is any improvement in other subjects.

"The instruction of infants is pretty satisfactory. In some of the infant schools the rooms are bright and the teaching varied and attractive, but in others the infants are often the victims of the over-crowding. The sending of children under five years of age to some place of safety, such as a school, is with many a necessity; but, from a literary point of view, I do not think they derive any educational advantage from attendance at school before that age, and I am not sure that there is much formation of habits in the school before that time. When circumstances permit, the very young infants would be much better physically and mentally by playing in a park or field than by breathing the vitiated atmosphere of crowded school-rooms, and 'with blinded eyesight poring over miserable books.'"

Organiza-  
tion.

In large schools where each teacher has charge of one class, the organization is satisfactory. The only difficulty which presents itself in such schools is the want of proper space, and of separate rooms to make the organization effective. In the small schools where one or two teachers have charge, the plan generally adopted is to divide the school into two divisions, each teacher taking charge of one division. In this way each section of the school is formed into one large class for common instruction in *singing*, *drill*, *object lessons*, &c., and also, if the desk accommodation is sufficient, in such branches as *writing*, *transcription*, *composition* and *drawing*. The use of story books and books of popular interest has also tended to secure the grouping of classes at reading lessons. The teachers are alive to the importance of keeping all the pupils constantly employed, and of enforcing habits of industry, attention and thoroughness; and have learned that these ends are more likely to be attained by teaching a combined class for a half-hour or whole-hour period, than by continuing the old methods of teaching three or four classes in rotation for ten or fifteen minutes, and then leaving each class to its own resources for the remainder of the period. The grouping of classes for common lessons has enabled the teachers to keep all the pupils under constant supervision, and to train them to do useful work throughout the whole school day; and it has proved beneficial also in preventing the teachers' time from being frittered away in going from one class to another at intervals of ten or twelve minutes.



Mr. MacMillan writes on this head:—

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"The grouping of standards at work in two-teacher and one-teacher schools is generally adopted, but seldom as fully as it might be. It is little attempted in *arithmetic*, except in the senior standards, but this is scarcely avoidable. In reading, however, grouping could be more practised, and also in *geography*.

"In writing, drawing, singing, drill, needlework, object lessons, and kindergarten the grouping system is naturally much adopted. The grouping of first and second standards is sometimes objected to by teachers, who say that first standard pupils are not able to read the reading book for the group, but this is because there is quite too little progress made by the infants at reading. As regards *geography*, it is not an uncommon thing to see two or three or even four small classes by themselves round separate maps, and the result is often unsatisfactory. In some schools most or all of the senior pupils have got atlases, and they prepare home lessons in *geography* with the aid of these."

Mr. O'Connell's opinion is:—

"The organization of the schools is good with a few exceptions. The regular school hours are short in many cases, but then the teachers and pupils attend early, and they have done a good deal of work before the ordinary roll call. The grouping of standards is practised at such subjects as reading, singing, and object lessons, and the teachers, in various ways, try to economise energy and to get as much work as possible done in the time."

The monitors and pupil teachers are carefully trained and taught. They display considerable power in managing their classes, and impart information with very fair ease and aptitude. They make due preparation for the lessons which they are to teach, and by constant and zealous study strive to qualify for their important work. Their criticism lessons are regularly held, and have proved helpful in giving confidence to the monitors, and in enabling them to present their instruction clearly and methodically.

Monitors and  
pupil  
teachers.

They pass their yearly examinations with credit, and many of them succeed in winning "first class" at their final examination.

Mr. O'Connell observes:—

"The training of monitors and pupil teachers is carefully attended to, and the Board's Rules, relative to their instruction, are duly observed. Comparatively few boys seek the position of monitor, but there is excessive competition for the post amongst the girls. Criticism lessons are regularly given as required."

Mr. MacMillan writes:—

"The number of monitors is not large, there being but 47 monitors and one pupil teacher in the section. Of these 48, only six are boys; the raising of the minimum age to 15 years cuts out some boys who would have remained on at school until 14 years, but nearly all the boys go to work or to business before they reach 15.

"The criticism lessons, which have to be given weekly, have improved the style of work done by monitors, and their teaching is frequently of a very useful kind. There are not a few cases, however, in which either from want of aptitude or ability, or from neglect, monitors acquit themselves with very little credit."

Mr. E. P.  
Drewar.  
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Extra  
subjects.

*Algebra and geometry* are taught in a fair number of schools, and the proficiency is in general of a satisfactory character. In schools where girls learn these branches I have noticed that their knowledge is quite as clear and as exact as that of the boys.

*Irish* is taught in a few schools, and *French* and *Latin* are taught in five or six.

Mr. O'Connell states:—

"*Mathematics* and *Irish* are successfully taught. *Irish* is taken up in several of the schools under R.C. management, and *mathematics* I. and II. are taught in about fifty schools. Efficient instruction has been given in *cooking* in 15 schools, and girls from five other schools have attended for instruction in the Technical school-rooms of Ballymacarrett and Holywood. This subject is likely to be more extensively taught in future years. Managers and teachers had, in many cases, doubts as to the utility and feasibility of *cooking* teaching in National Schools, but those teachers, who have had classes, say that the girls like the lessons, and that there has been no difficulty in getting them to bring sufficient materials."

Mr. MacMillan reports:—

"*Mathematics*, one or both branches, has been taught for extra fees in about 16 per centum of the schools; but in many of these the scholars were not presented for examination, and on the whole those presented did fairly well. As an optional subject *French* is taught in two schools, and *Latin* in the same schools; in a few schools *mathematics* is taught as an optional subject during school hours.

"*Irish* is taught in some 16 schools, but in most of these the pupils have not been presented for examination for special fees; in those examined last year the proficiency was high in only a few cases.

"*Cookery* has been taken up this year (1908-9) in 13 schools, and generally with very satisfactory results. Several managers, who have not yet introduced the subject into their schools, have promised to do so next year."

Evening  
schools.

Six evening schools were in operation during the past session. My colleagues took charge of them, and speak favourably of the work done.

Mr. O'Connell states:—

"Four evening schools were in operation this year. All of them were efficiently conducted, but the attendance at one was low, and it is doubtful if it will be continued for another year. Evening continuation classes might be useful—there is certainly need for them—and managers would gladly co-operate in establishing them. Pupils do not, however, evince a willingness to attend in sufficient numbers to make it worth the teacher's while to conduct them, and, in consequence, the number of evening schools is not likely to increase."

Mr. MacMillan continues:—

Mr. E. P.  
DEWAR.

"These have continued to fall off in point of numbers until last year I had to inspect only two, one of which was outside the section. The ordinary subjects were taught, together with *hygiene* and *mathematics I.*, as extra subjects in one school, and *hygiene* and *book-keeping* in the other. In both the proficiency was fairly good."

I am, Gentlemen,

Your obedient Servant,

E. P. DEWAR.

The Secretaries,

Education Office.

Mr. W.  
FELLOW

BALLYMENA,

17th July, 1909.

GENTLEMEN,

In accordance with instructions, I beg to submit to you a General Report on the Schools in the Ballymena Circuit, for the year ended 30th of June last.

The circuit.

Since I wrote my last report, in 1907, the circuit boundaries have not been changed, but the number of schools has been diminished by five. The total number now in the circuit is 378. These are all situated in the Counties of Antrim and Londonderry. The circuit extends along the Antrim coast line from Torr Head on the north, to Whitehead on the south, and westward to Draperstown and the Sperrin Mountains on the north, and to Cookstown on the south. The schoolhouses are in many localities far too numerous, and the methods of reducing them, by amalgamation and otherwise, have met with little success up to the present time. There is, however, a growing tendency in favour of amalgamation. Local obstacles, such as religious difficulties, the appointments of teachers, and the objections of school committees, prevail and retard progress. School committees are very slow to act, and sentimentality makes them cling to old houses in which they and their ancestors received their education. During the last three years only one case of amalgamation has taken place. Two cases have been under the consideration of school committees and others for over three years, and no settlement has yet been arrived at. In one case the committees are apathetic, and managers cannot act without their support, and in the other case there has been delay regarding the erection of a new house, or the enlargement of an old one. Amalgamation might be more easily arranged if the full grant for building new school-houses could be secured. In localities where the schools are fairly good, the people are unwilling to subscribe towards the erection of central schools. During the past two years I have discussed, with managers and others, ten cases in which amalgamation was proposed or suggested. They are as follows:—

Amalgamation.

- (1) Ballydunmaul, Grogan, and Seymour's Bridge.
- (2) Connor, Connor and Kells, Kells, and Lower Tannymore.
- (3) Castledawson Mixed, Moyola Park, and Toberhead.
- (4) Muckamore (1), Dunadry, and Islandbawn.
- (5) Rathmore and Donegore.
- (6) Randalstown Mixed and Drummaul.
- (7) Claggan and Ballybriest.
- (8) Ballymoney St. B., G., and Inf.
- (9) Harryville Bridge B. and G.
- (10) Monaghan and Cloughwater.

In some of these cases amalgamation will, no doubt, take place, in others the difficulties may be too great. The one case of amalgamation carried out is that of Magherafelt Boys' and Girls' Schools. Aughercloney National School, which was closed for years, has been re-opened, and aid has been granted to a school near Shane's Castle not formerly under the Board. The five schools struck off are Braidujle, Aldoo, Craigwarren, Donaghy Parochial, and Moorfields. Regarding these schools, Mr. Hughes says: "No difficulty has been experienced by the pupils in attending other adjacent schools." The Point of Garron School has been closed for some time, as a teacher could not be procured on account of low average. About 10 children are thus deprived of any means of obtaining education. At Moorfields there was an attendance of over 50 pupils, and the house was bad. It was only a mile distant from Clatteryknowes School, the committee of which would not consent to the erection of a vested school-house between the two. The house at Clatteryknowes is old and of little value, but kept in fair repair. In the town of Ballymena there is not a single ordinary National School thoroughly well adapted for teaching purposes. The main rooms are quite too large, and not divided by partitions. The Infant Department of the Model School is at times much overcrowded, and the main rooms in all departments are just as in the other town schools, quite too large. Where two or more teachers are employed there is not, in any of the schools, a suitable room for each teacher. The furniture in the schools is fairly good, but many are supplied with clumsy desks, made by local carpenters, occupying too much space, and not of proper dimensions. Taste has, to some extent, been displayed in the cultivation of flowers, and nice garden plots are sometimes, although not often, to be seen. The window-sill flowers often present a decaying aspect, and consist, for the most part, of a few old geraniums. There are practically no creepers on the walls. Still the general appearance of the school-houses has, in recent years, much improved. If the children could be trained to bring flowers and shrubs to their schools from their own homes, and to attend to them, they would likely vie with one another, and thereby cultivate a real taste for ornamentation. Now it is the teacher who usually supplies all the plants. In most of the schools, basins, soap and towels have been provided, and in some schools the children wash the towels themselves. In a few schools good libraries have been provided, and teachers have informed me that both pupils and parents read the books at the rate of more than one per fortnight. Such reading must result in a taste for literature. I find from the District Books that 95 schools have no playgrounds whatever, and that 28 of the playgrounds in other schools are small, or otherwise unsuitable. This is unsatisfactory as regards school buildings. There are, however, only 5 schools without out-offices. The changes and improvements made denote, notwithstanding defects, marked progress.

Mr. W.  
PEDLOW.

Mr. W.  
PITLOW.

Under the head of "School Accommodation," I take the following extracts from Mr. Hughes' notes:—

"During the two years that have elapsed since a report on that part of the Ballymena Circuit in my charge was presented some further improvement in the accommodation has been effected. This has been brought about mainly by providing new classrooms, or by extending the existing school. In a few cases entirely new buildings have superseded old and dilapidated school-houses. In every case, except one, the total expense has been borne by the locality. A much greater improvement in the accommodation would have taken place if the several schemes for amalgamation that were brought forward had been carried to a successful issue. Unfortunately, in no single case did amalgamation take place. Either the difficulty of obtaining a suitable site or the mutual jealousies of the persons concerned stood in the way." "Too often the school-rooms is allowed to become close and stuffy from want of proper attention to the ventilation. Teachers complain that low roofs and small windows often render it impossible to thoroughly ventilate the rooms except at play-time."

Under the same head Mr. Smyth says:—

"There are still too many schools in the district, and a number of them could be closed with advantage to education." "From the nature of the country Ireland must have more small schools than either England or Scotland. Irrespective of the religious difficulty, there are but few large towns in Ireland, and the country population is in many cases sparse and scanty, so that small schools are a necessity if education is to be brought within easy range of all pupils requiring it." "Some progress has been made within the past three years. During that time the following improvements have been carried out entirely from local sources; large and useful classrooms have been built in connexion with Tobermore, Muckamore (2), and Drummaul Schools. Roughfort School and St. Andrew's, Rasharkin, have been so improved as to make them practically new buildings. Partitions dividing large rooms into two parts have been put up in Church Street and Bruce Memorial Schools, Autrim, and in Drummaul. The following improvements in buildings have been made during the past three years with help from the National Board, the schools being vested in the Commissioners or in trustees:—New school-houses have been opened at Drumard, Loan-ends, Knocknagin, and Caddy; a new classroom has been built at Portglenone, and divisions by partition and other improvements have been made, or are to be made immediately, in St. Joseph's N.S., Magherafelt, and at Parkgate." "Besides these, within the past three years I have reported on applications for new buildings, and grants for the most of them have been made, and the buildings commenced in Doagh, Largy, Keonsnaught, Tyrgan, Ballylifford, and Muckamore. Applications have also been made for new houses to replace Tallynahinion and Ballynenagh, and for a new classroom at Drumard." "The cleaning of schools will never be thorough or satisfactory as long as it has to be done by pupils. The most assiduous teacher could not get the work done with such improper help." "No one can ignore the fact that our schools have much to do with the dissemination of infectious and contagious diseases; and the thorough cleaning and disinfecting of schools should be the duty of the officers of health."

Teachers.

I can with pleasure speak in the highest terms of most of the teachers of this circuit. If a few fail in the discharge of their duties, it is because they are too old to learn new methods, or are bent on other pursuits. They work with zeal in their schools, and it is difficult to understand why most of them fail to do a little preparation for daily instruction. They trust to chance, and to luck, and not to well thought out and studied plans. Scarcely any of them realise the fact, that an hour's preparation,

before or after school, would be worth perhaps twice that length of time when the children are assembled. Voluminous notes by some have been made, but it is not by notes, which are often of little value, but by methods adopted, that an inspector can see whether faithful preparation has been made or not. Latterly I have seen a tendency to drop new methods and adopt old results systems, simply because they are more mechanical, require less thought, and admit of pupils working by themselves without supervision or instruction. Head-line copy-books are becoming more common, also drawing charts, and the parroting of home lessons having no connection with the subjects taught. Some effort is required to prevent the trend of thought of old teachers from new to old lines, and to prevent the re-introduction of old systems which meant rote work, and cramming, but where there is only one teacher in a school, and the work is going on fairly well, it is better, I think, not to check or find fault with his plans, which are, on the whole, carefully drawn out to suit himself and keep his pupils employed. Regarding the teachers, Mr. Hughes says:—

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PHELLOW.  
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"The majority of the teachers are zealous and hard-working. There does not seem, however, to be a very strong desire on the part of some of them to learn new methods, and to become acquainted with how educational work is carried on in other parts of the kingdom. They are content to follow the same system and methods year after year, thereby impairing to a great extent the work done in their schools. A few teachers, I am glad to say, are ever on the look out for new and improved methods, and it is a great pleasure to enter their schools, as one is sure to notice some new device to make the work more attractive and efficient. The keenness with which the new subjects were taken up when first introduced has to a great extent worn away. This is particularly the case with *Object Lessons* and *Physical Drill*. *Elementary Science*, too, appears to be making little progress. Teachers recently trained in this subject are doing the best work."

Mr. Smyth says:—

"The great majority of the teachers are earnest and faithful in the discharge of their duties. A few, however, have no love for their work, and appear to have missed their vocation. I do not think that teachers, as a rule, at present make such a study of their work as they did in the first few years of the New Programme. It was taken up with great enthusiasm, and great things were promised: but the novelty has worn off, things have settled down again, and the teachers no longer appear to consider it incumbent upon them to study their work or make the careful preparation they formerly did."

I find from teachers' Returns, that attendance is becoming more regular, but the number on the rolls in some rural localities is declining, chiefly through a decline in the labouring class population. In towns there is little to complain of. The children have nothing there to do at home, and as they have very short distances to walk, they are sent young to school, partly, I have no doubt, to get rid of the trouble of them at home. The chief causes of irregular attendance are, carelessness of parents, and their ignorance of the benefits of education, farm labour from time to time between March and November, inclement weather, the fact that all schools are now practically free, the flaws in

School  
attendance

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FEDLOW.

the Compulsory Education Act, which enable parents to escape punishment for the non-attendance of their children, and sickness from time to time. I am of opinion that if a school-fee rate were charged, the schools would be more appreciated. Under the present system school life is much happier than formerly. This makes the attendance more regular. Corporal punishment has almost disappeared, and discipline is maintained without severity. Children commence school life between the ages of 3 and 4 years, and usually leave when they are in the fifth standard, or earlier. Sixth and seventh standard pupils are few, and the number over 15 years of age is also very small. Unless where good training is provided for infants, they derive little benefit by going to school before five years of age. The farming and labouring classes make up the attendance in country schools. In towns the attendance is chiefly composed of the children of shop keepers, mill-workers, and ordinary labourers. The numbers in senior standards have of late years somewhat declined, owing to establishment of Intermediate Schools. Epidemics of measles frequently break out, and occasionally whooping cough, scarlatina, and influenza, but on the whole the health of the children is good. I have seen very few suffering from defective eyesight. It is rare now to find slates much used in schools, although they have not disappeared. They are, beyond doubt, unhealthy, and, through the medium of a delicate child, might be the instruments of spreading disease. Their use should, I think, be entirely prohibited. Quite recently I visited a school when the teacher was brushing the floor. He informed me that parents had objected to let their children do so for fear of tuberculosis germs. The fear of consumption, be it temporary or otherwise, to some extent prevails, and every precaution should be taken to see that the schools are, from a sanitary point, unobjectionable. In National schools the slates are not the property of individual pupils, but pass from one to another at different times during a school day. This makes their use more dangerous. I have complained of bad ventilation and impure air, especially in the evenings. Towards closing time neither teachers nor pupils seem to notice defects, but anyone going into a school from the fresh air outside would at once discover what was wrong. I noticed that some teachers of large town schools are very susceptible to colds. These are, no doubt, to some extent caused by passing quickly from hot and impure air to a colder atmosphere. In some country schools the walls are so low, the windows so small, and the position of the sites so badly selected, being below the level of the roads, that it is impossible to secure fresh air.

Mr. Hughes says:—

"Little change has taken place in the character of the attendance of late years. In rural localities the children are kept at home on the slightest pretext. Spring work, turf cutting, harvest operations, potato digging claim the attendance of the senior boys and girls with undiminished regularity. It is little wonder the teachers are disheartened and cry out for a more rigorous system of compulsory attendance than at present exists. In the schools situated in towns these causes do not operate, and the attendance is somewhat more satisfactory."



Mr. Smyth says:—

"The attendance at the schools shows a slight tendency towards improvement in regularity." "There are School Attendance Committees in all parts of the district, but they appear to have very little effect in improving the regularity of attendance. This irregularity is due to local causes, but a great deal of it, I am sorry to say, can only be attributed to the carelessness of parents about the education of their children." "A large portion of my district, both in Antrim and Derry, is entirely agricultural, and vacations are given in the schools to suit the times when there is a pressure for help." "Children do not stay very long at school in this part of the country, and it is unusual to have many pupils in the senior standards. A good many only remain till the age for compulsory attendance ceases. Many of these would profit greatly if they were compelled to spend a year longer at school. Since I took charge of this section I have only issued eighty-seven merit certificates, and I think that number represents all the pupils who deserved the certificate. This is but a small number for three years where there are 167 schools in the section. This represents an average of less than thirty pupils per year who remain in Seventh Standard for a year."

Mr. W.  
PENLOW

The proficiency, judging from the reports of the last two years, has been raised considerably. This is due to the fact that many young teachers are becoming fairly familiar with the requirements of the new programme. During the last year the merit marks of 71 schools were raised and of 28 lowered. It will thus be seen that the number of schools improving is more than double of those showing a tendency to decline. I attribute decline chiefly to three causes:—1st, Teachers were about to resign and take up other pursuits; 2nd, Some were dissatisfied at having charge of small schools, and became disheartened; 3rd, Some were old and approaching the pension age, and could not adopt new methods. In some good schools the training of infants is satisfactory, and their occupations are varied and interesting. The movable alphabet has been introduced, also writing in sand, conversation lessons, and some kindergarten gifts. In schools under one teacher, and sometimes under two, infants sit as before for a length of time quite idle, and their instruction is deputed to pupils. In country schools, where there is no proper accommodation or equipment for young children, those between three and five years of age get little attention, and I often thought they would be much better at home. If the age limit were raised in schools not properly equipped and staffed for the training of the young, an effort would, I believe, be made locally to give infantile life more consideration. The junior assistant mistresses have derived very valuable instruction from the kindergarten organisers, and some improved methods for making the schools happy and profitable places for infants have been adopted. The want of separate rooms and suitable kindergarten desks is a great drawback. The erection of partitions to divide large rooms is going on slowly.

Proficiency.

Junior  
assistant  
mistresses.

Under the present programme the intelligence of the pupils is developed. They have more thinking to do, and less rote and memory work. Answering on the subject matter of lessons, and explanation of passages in the lessons is now generally satisfactory. Formerly *explanation* was exceedingly weak.

Programme

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Indistinctness, however, in speaking and reading has not been got rid of, and in the Counties of Antrim and Derry these defects prevail to a much greater extent than in other districts which I had charge of. The children are now getting too much help at their *composition* exercises, the result being that the thoughts are not their own, and the words used are often the same, or almost the same. This is especially the case with *compositions* which follow *object lessons*, lessons on *health and habits*, and *elementary science*. There is a tendency to old methods of teaching *writing and drawing*, simply, I think, because they require less thought and preparation than the new. Head-line copy-books are creeping into the junior standards, and drawing sheets are now frequently suspended for the pupils' imitation. Writing from blackboard copies is not well done unless a teacher can be spared for the lessons and nothing else, but when this can be done the progress is rapid. Too much time is spent at *home lessons* and they are not taken in connection with the subjects as taught. The hearing of *home lessons* is very mechanical when taken up for half an hour, and I notice that a great amount of the time is spent at oral spelling. *Spelling* gets quite too much time, so, too, does *arithmetic*, whilst *Story Readers* and *history* get too little. *Arithmetic* in junior standards is worked accurately but very slowly. In senior standards the rules taught are fairly well understood, and a fairly good practical knowledge is attained, but the advance is slow, and an exceedingly limited programme is gone over before the pupils leave school. There is improvement in music generally, and there is scarcely a single school in which the subject has not been taken up. Needlework is not as good as it was some time ago, nor does it receive the same time and attention. *Cookery*, which has now been made an ordinary subject of the programme, will be taught extensively during the coming year. Up to the present it is taken up in very few schools. Under the head of "Proficiency" Mr. Hughes writes as follows:—

"Owing to the appointment of a considerable number of junior assistant mistresses within the last few years the training of infants is now carried out in a more efficient manner, as the number of schools in charge of one teacher has diminished. Since the introduction of the new methods *reading* has improved. The chief fault is a want of distinctness usually to be found in boys' schools. Little progress has been made in *history*. This is a subject in which the majority of the teachers take little interest, and consequently it is not taught systematically. *Composition*, too, is not making rapid progress. Too often it is mere copying out of letters from books or from the black-board. Again and again one meets with a letter on a certain subject written by a whole standard word for word the same, showing that it must either have been dictated or copied from the board. *Oral composition* does not receive enough attention in the junior standards. *Arithmetic* and *Geography* are, to my mind, the two subjects that have not improved under the revised system. They have both decidedly deteriorated. In the case of *arithmetic* the fact that there is little thorough examination to be expected may, perhaps, be the primary cause of this decline. Owing to the multiplicity of subjects in the school curriculum the same attention as formerly is not given to *geography*. Too often the lessons consist of one pupil reading from a text book a long list of places and the others pointing them out on a map. What these places are, or for what noted, is never brought under the pupils' notice. In many cases even the senior pupils could not describe a journey from

one important place to another, or say how to travel from their own home to any well-known town in Ireland or Great Britain. For some time after the new system came into operation the proficiency in *drawing* improved. Of late years it is at a standstill or retrograding. The black-board is beginning to be neglected. The old plan of placing a pattern before the pupils and telling them to copy it as best they can, without due supervision, is again appearing. There is not sufficient preparation for each day's work in this subject on the part of the teacher."

Mr. W.  
PITLOW.  
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Mr. Smyth says:—

"*Reading* is fairly good in most schools. The prevailing defect or fault is monotony and want of attention to emphasis and modulation. In some of the Literary Readers used in our schools the selections of poetry were of a poor or indifferent character. I am glad to find a marked improvement in this respect in some of the Readers that have appeared lately. *Geography*, though now a distinct subject on the school programme, is seldom well known or properly taught. *Drawing* and *singing* are not making much progress in this district, neither are they retrograding. I do not think that *drill* is so well attended to now as during the first few years of the New Programme. An inspector can seldom happen just to hit on the particular day on which *drill* occurs on the school time table, yet if he does not ask to see it I find that it is often neglected altogether. I do not think that *needlework* is improving. I sometimes find a want of sewing materials, or, more often, of knitting or darning, or garments. The most unsatisfactory of all the subjects of the programme is *object lessons*. They are often menage in quantity, uninteresting in quality, with no definite aim and no sequence between one lesson and another, and lessons of such a kind are fruitless of any good. The lessons on *health and habits* are useful by giving the children some elementary ideas of that most wonderful of all machines, the human body, and teaching them the laws of health and good living, but too often the lesson loses much of its effect through want of preparation on the part of the teacher. Where *elementary science* is taken there is an excellent well-arranged syllabus to work from, and good work is often done."

The grouping of standards for most of the subjects of the programme is becoming common. Sometimes there is too much grouping, as when all are taken together at *music*, *object lessons*, or *drill*. The subject presenting the most difficulty is *arithmetic*, and when the grouping is too extensive the senior pupils make too little progress. I often find the division of labour unequal, the teacher in charge of the junior standards—usually an assistant mistress—having too much to attend to and the principal teacher too little. In single rooms the division of labour is sometimes carried out too strictly. The masters might occasionally give the mistresses a little help when their classes are at subjects requiring supervision and little instruction. Junior pupils can do practically nothing without a teacher, whilst senior pupils can frequently work with profit alone. The occupations of infants are not yet sufficiently varied, and their formal lessons often uninteresting. They have still at times to sit idle, and keep quiet, which is a hard task for little ones. Quite recently I visited a school where I found 34 infants in a class room in charge of pupils, and kept there for almost an hour. This room accommodated about 15 pupils. Although these infants composed much more than one-third of the attendance, in the main room the principal teacher, her assistant, and a senior monitor were all at work with the other classes. The neglect of infants

Organiza-  
tion.

Mr W.  
PENLOW.

is, however, disappearing.. As regards oral *English*, quite too much time is given to formal or class Readers and too little to History and Story Books. It is usual to devote four or five hours weekly to *arithmetic*, and the longer the time given to it the slower the pupils, as a rule, work. *Arithmetic* on paper is not done as quickly as it formerly was on slates, but teachers and pupils are gradually becoming accustomed to it.

Mr. Hughes says:—

"The organization of the schools is, on the whole, satisfactory. Instances are still to be met with where the grouping of standards is not adopted in some small schools. This entails additional labour on the teachers, especially in such a subject as *reading*."

Mr. Smyth says:—

"Under the new system of grouping pupils are kept better at work, and there is more opportunity for the teacher to fulfil his real function of teaching as distinct from superintending than there was formerly. In nearly all schools now the teachers recognise this, and the difficulties and objections they used to urge against it are disappearing. The subject in which I most frequently find small classes is *geography*, and this is, in my opinion, one of the worst taught subjects in our schools. The secret of good organization is a well-constructed time table, and it is only in the best schools we find this. Some teachers appear to be for ever experimenting on their time tables. One of the sure signs of a bad and worthless teacher is when he has to go to consult his time table in order to find out how his classes are to be employed. A man who has to consult his time table also makes a tacit confession that he has made no preparation whatever for his daily work."

Monitors.

The competitions for monitorships are very keen, and Intermediate pupils seem most anxious to obtain either a monitorship or pupil-teachership, and especially in a model school. I have no hesitation in saying that the candidates are much better prepared than formerly, and that talented boys and girls are getting into the Board's service. The children of very good and earnest working teachers are anxious for these appointments, and I have noticed for years that the teacher who is very good trains his children to be like himself. The *criticism lessons* are faithfully given, but the criticisms are often meagre and flattering, and of no use whatever to the monitor or pupil-teacher. I have advised teachers to put their criticisms in the monitors' or pupil-teachers' note books, so that they may be referred to afterwards, and be regarded as some guidance for the prevention of mistakes or bad methods.

Regarding monitors, Mr. Hughes writes as follows:—

"They are in almost every case carefully instructed, and seldom fail to pass the King's Scholarship Examination at the end of their course. This year, for example, of sixteen who attended that examination eight came out in the first division and five in the second. Those who have studied in connexion with the Intermediate Course are gradually increasing, and the general status of the monitors is thereby raised."

Mr. Smyth says:—

"Eight monitors and monitresses of my section completed their terms of service last June, and they all passed their final examination creditably, six of them in first division and two in second. Six of them went to Training Colleges, and two of them are engaged in teaching. Most of the monitors give promise of being successful, but I find in some cases they are not quite satisfied with the instruction given in their schools, and join correspondence classes. Criticism lessons are regularly given in all the schools that have monitors."

Mr. W.  
Pedlow.

The extra and optional branches taught in this circuit are *Mathematics, Irish, and French*. In between 50 and 60 schools the teachers have established classes in *Mathematics*, but the progress made is not of much practical utility. The pupils leave school at too early an age to derive any benefit from the instruction given in *Algebra*, although their arithmetical knowledge is somewhat in advance of those who do not take up the subject. Mr. Hughes says, regarding *Mathematics*, that very little more than the simple rules and easy equations is attempted, and as regards *Irish*, that with the exception of one school, extremely little is done. Mr. Smyth says that this year there is a decided improvement in *Mathematics* compared with last year. He also reports that ten schools are taking *Irish*, but only two have been inspected, and of these the Organiser reports favourably.

Extra and  
optional  
branches.

During the last winter session there were eight evening schools in operation in the circuit. Mr. Hughes reported that good work was done, as a rule, especially in country districts. Mr. Smyth reported that three which continued open for a whole session were well and regularly attended, and did very good work.

Evening  
schools.

I am, Gentlemen,

Your obedient servant,

W. PEDLOW.

The Secretaries.

Mr. J. Ross.

LONDONDERRY,

June, 1909.

GENTLEMEN,

In pursuance of your instructions, I beg to submit a general report on the schools of the Londonderry Circuit inspected during the year 1908-9.

No change has been made in the area of the Circuit or of either section since I forwarded my report in 1907.

Unnecessary schools.

As pointed out in that report, the number of schools is unnecessarily large and the educational requirements of the Circuit could be fully met by a considerably smaller number properly distributed. While this reduction might in some measure after a time conduce to economy, its main benefit would be in promoting efficiency, inasmuch as it would lead to the provision of accommodation, equipment, and staffing, under which educational work in the true sense would be at least rendered possible. In most of our small schools this type of educational work is simply unattainable.

During the past two years grants have been withdrawn from four small and unnecessary schools, and in one case amalgamation of a boys' school and a girls' school has been effected.

Amongst the exhibits in the educational Section of the Franco-British Exhibition of last year were three large wall maps showing the distribution of the primary schools in England and Wales, Ireland and Scotland. The sites of the schools were indicated by red dots. One could imagine a stranger looking at these maps and concluding that in no part of the British Isles was education so thoroughly provided for as in Ireland. Over the area of this Circuit the dots were bewilderingly plentiful—indeed in North Antrim there was room on the map for little else. To me these multitudinous dots conveyed a deep sense of an evil that strikes at the very root of educational progress.

amalgamation.

A great deal of time on the part of myself and my colleagues has been given to pursuing inquiries, and using persuasion and advice, in efforts to reduce this undue multiplication of small schools. The result of our efforts as yet has been disappointing. Explorers in Egypt tell us of the heart-breaking difficulties in ousting away the Nile sudd, but the eradication of what one of my colleagues describes as the entangled mass of conflicting interests, prejudices, and sentiments, that has grown up around schools with overlapping districts is a task little less discouraging. Not a few of the embarrassments and prejudices encountered by me in connection with amalgamation of small schools have arisen from the opposition of school committees to this salutary reform. Most of the members of these committees are typical representatives of the "Ulster Scot." To myself

personally, as one of that large family, it is humiliating to think how far we of that blood have fallen behind our cousins on the other side of the North Channel in regard to the two bedrock essentials of primary education:—the provision of suitable school buildings, and the insistence upon regular attendance. Mr. J. Ross.

Though in this question of the reduction of the number of unnecessary schools little has yet been effected, Mr. Bannan believes that we are on the eve of a more enlightened period in regard to this important matter. In this connection he reports:—

"It appears to be hopeless to expect voluntary adoption of the policy of amalgamation to any large extent. Public opinion is, however—in this section at least—quite ripe for the authoritative settlement of the question on general lines, and a policy of compulsory amalgamation in areas in which schools are unduly multiplied would meet with much approval, especially if it were possible to offer the inducement of enlarged grants in cases in which a central building had to be provided."

In Mr. Kyle's section this evil is most felt in villages and hamlets where rival Protestant denominations have established separate schools, not justified by the number of children available. The deplorable result of this mistaken policy he sums up as follows:—

"In all such cases the constant striving to keep up numbers tends to relaxation of discipline to avoid withdrawals, and to an unseemly scramble for new arrivals in the district. It is in such circumstances inevitable that the children's education, even in the narrowest sense, should suffer, and that in a topsy-turvy condition of affairs, where a parent confers a favour by sending a child to a particular school, loss of respect for the teacher, with all the harmful consequences of such a feeling, should arise."

It is not altogether in villages and hamlets that I have experienced the most unreasoning and utterly indefensible opposition to amalgamation. In two cases in the City of Derry, where no conflict of religious interests could by any possibility arise, and where the existing accommodation can only be described as squalid, the provision of decent central buildings has been repeatedly urged without any practical result.

Turning from this rather exasperating subject, where the failure of local parties to appreciate the true aims of education has hitherto largely baffled our efforts, it is gratifying to be able to state that there is a brighter side to the picture of school accommodation in this Circuit. The past two years, and more especially the past twelve months, have been marked by a distinct advance in the provision of improved school accommodation.

New build-  
ings and  
structural  
alterations

On this point Mr. Bannan writes:—

"During the past two years one new vested building to replace an old house has been erected, and building grants have been made in three other cases. Gorran vested school has been enlarged by the addition of a rather small class-room, and by the munificence of the Irish Society a very fine room has been added to the Coleraine (3) Boys' N.S. The huge main room of the Coleraine (2) Infant N.S., in which hitherto four teachers have had to

Mr. J. Ross. — carry on work simultaneously, is about to be divided by partitions, and is Moneycarrie N.S. a movable glazed partition has been provided by the characteristic generosity of the patron, Miss Rankin. Ballycregagh new-vested school has been practically rebuilt, and substantial improvements to Cabragh school are in progress.

In several other instances in this section money has been raised towards the local contribution for new buildings, but delays have arisen owing to the question of these buildings becoming involved in the wider question of amalgamation.

Mr. Kyle reports:—

"For the last two years there has been a gratifying amount of activity in improving the schoolhouses throughout the section, much of it due to grants from public funds being again made available. Building grants for seven new vested schools have been sanctioned, and three of the houses have been completed; while in about a dozen other cases applications for grants are under official consideration or are pending. In nine schools class-rooms have been provided—in three by the erection of glazed partitions, in six by additional buildings; in three others enlargements are in prospect. Such improvements as renovation of interior, new furniture, etc., have been carried out in eight schools, and in three others are to be effected in the near future. The sum total represents a substantial advance in the character of the accommodation, but much yet remains to be done. For not less than 27 other schools a new house is more or less urgently needed, nine of these, including the worst cases, being in the city and suburbs of Londonderry. As regards two schools in the Waterside district of the city, the badness of the accommodation, and the passive resistance hitherto offered to all efforts to have it removed are deplorable. It is to be hoped that before the strong tide of renovation now running exhausts itself, these and some other structures will be swept out of existence."

Improved  
type of  
school  
buildings.

Such of the new vested buildings in course of erection as I have visited stand out as striking illustrations of the higher ideals in education now happily gaining ground in this country. Not the least of the advantages such structures will confer on education will be adding to the dignity and respect that should attach to the office of a teacher. Ballerin school, some four miles north-west of the village of Garvagh, under the Rev. J. McKeefry, P.P., provides a type of house, furniture, and premises, altogether superior to anything hitherto attempted in our rural schools. St. Johnston No. 1 school, near the village of the Foyle, will prove, owing to the generosity of a wealthy resident in that neighbourhood, something unique in Irish village schools. This gentleman has given, I understand, the handsome sum of £700 to supplement the Board's grant. By this means a structure will be provided that will be both ornamental and complete in up-to-date educational equipment. This building supersedes a miserable hovel, scarcely better than a farmer's stable. Christ Church new vested school in Derry City represents a corresponding advance on anything yet attempted in the schools of larger size in the circuit. This building stands on a fine high site, and is architecturally a handsome structure, while internally five spacious schoolrooms well lighted and airy, and provided with



modern heating appliances, will enable teachers and children alike to work under conditions hitherto almost totally unknown in our Irish National schools. The sanitary arrangements and lavatory appliances are in keeping with the rest of the building.

These new structures, in addition to providing rooms and surroundings where education in the true sense of the word will be practicable, will have a far-reaching influence in stimulating others to sweep away the noisome dens in which too often teachers and children have to spend such a large portion of their day. In some cases, as already mentioned, an object lesson of this character is sorely needed in the City of Derry. This observation, I am glad to say, does not apply to all the city managers, several of whom exhibit the most praiseworthy keenness in providing up-to-date schoolrooms. Three buildings of the newest type will be taken in hand immediately for R. C. boys.

While in the past twelve months a good start has been made by the provision of some suitable buildings, and by the structural improvement of a large number of others, and while still more extensive improvements are about to be undertaken, much remains to be done before the condition of the schools can be pronounced moderately satisfactory. In Mr. Bannan's section, containing in all 180 schools, there are 76 single-room school-houses, while 125 of the schools there have more than one teacher. In Mr. Kyle's section about half of the schools are defective in not having a room for each teacher. As a rule there is desk accommodation for about half the pupils on the rolls. The desks are for the most part clumsy and badly shaped, obliging the younger pupils especially to squat forwards in ungainly and unhealthy attitudes at desk exercises. Not the least improvement in the new vested buildings is desks with back rests and graduated in height to suit children of different ages. Some of the rural schools in the Circuit, especially in Mr. Bannan's sections, are more or less seriously overcrowded, and in a large number the arrangements for ventilation are very imperfect. Low ceilings, small low windows, and the absence of sufficient exit for foul air in the walls or roof are very common defects.

In this connection Mr. Bannan remarks:—

"It is scarcely any exaggeration to say of several of the houses in the rural portion of the section that they are but a few degrees above absolute squalor. Unattractive externally, and internally badly equipped and badly ventilated, they are very far removed from the ideal school, which should be healthy, cheerful, and home-like."

The teachers as a rule are appreciating much more highly than formerly the importance of keeping the rooms clean. We are still far, however, from the moderate requirement of a monthly washing of floors; from two to six times a year being usually thought adequate. Wire mats have come into almost general use, but the muddy condition of the school surroundings in winter often renders a hurried scrape on the mat insufficient for foot cleaning. In all but rare instances sweeping is regularly attended to; the brush used is, I find, often too soft; a good stiff brush

Taste and cleanliness.

Mr. J. Rosa.

capable of removing partially dried mud should be used in all schools, at least for a first scrubbing each afternoon. The practice of brightening the rooms by window gardening and less frequently by well chosen pictures on the walls is happily extending. Much depends on the taste of the teacher; women are usually more alive than men to the advantage of bright, attractive surroundings, though even among women teachers one finds occasionally much apathy on these matters. I recently visited two schools under women teachers on one day; the first, though not actually neglected in regard to cleanliness, was miserably dreary and depressing; the second, held in a much poorer building, was quite a model of attractiveness owing to the good taste of the teacher shown in successful window gardening and in brightening the walls by well chosen pictures. In regard to this branch of school-keeping, Mr. Bannan writes:—

"A bright, comfortable, attractive schoolroom exerts an unconscious, but none the less powerful, influence on the susceptible character of childhood. Many of the teachers, I am glad to say, are fully alive to this fact, and by the introduction of flowers, pictures, and other simple forms of decoration, have done much to add a new element of brightness and interest to the school life."

On the same subject, Mr. Kyle says:—

"In a large and increasing number of the schools flowers are grown in pots often with admirable effect. Tastefully kept grounds are also met with, but much less frequently. Playgrounds of sufficient size, at any rate for organized games, are the exception rather than the rule, both in urban and rural schools; in the latter there seems to be a strong preference for the unwall'd freedom of the adjoining stretch of road. Regular games should, I think, be encouraged by teachers, not only to prevent listless inactivity, but also to train to conjoint action, and because in them a child, who in the schoolroom is crushed under a sense of inferiority, may have an opportunity of showing his capacity, and thus regaining a healthy feeling of self-respect. Except in a few schools, mostly in the city, there are no special appliances for physical culture. School libraries are comparatively rare."

The Teachers.

I am happy to be able to concur in the favourable opinion expressed hereunder by my colleagues as to the worth of the teachers of the Circuit. Here and there some stand out so pre-eminently in skill and aptitude that it is a positive treat to visit their schools. Preparation for work is now well understood, and its advantages widely appreciated; consequently unskilled and unproductive labour is less in evidence in the schools than formerly; but a lack of resourcefulness in turning to the best account the meagre appliances in our schools is still with us. Both myself and my colleagues have been agreeably surprised at the success as teachers of the junior assistant mistresses.

Mr. Bannan writes:—

"There are 247 fully qualified teachers, principals, and assistants in charge of the schools in this section; of these about 80 p.o. are trained. Leaving out of consideration an insignificant proportion of exceptional cases, the teachers appear to be doing honest, and, on the whole, effective

work. They differ considerably, of course, among themselves in capacity and attainments. A comparatively large number, I am glad to say, are highly successful teachers; but even where achievement is more modest one has seldom to complain of lack of interest in work—the unforgivable sin in the teacher. Indeed, the earnestness and enthusiasm displayed by many teachers under most depressing circumstances are beyond all praise. There is considerable evidence of study of the official 'Notes,' and of textbooks on special subjects. The duty of definite preparation for each day's work is now well understood, and in some form or another evidence of such preparation is generally available. Most teachers keep brief daily notes, sketching in outline the main lessons to be taught, with occasionally more fully developed notes on certain subjects.

"There are 69 junior assistant mistresses employed in the schools in this section. As a rule, they have proved much more successful teachers than could have been anticipated, and many of them have shown remarkable aptitude for their work."

#### Mr. Kyle reports:—

"The personnel of the teachers remains substantially as it was two years ago, and the favourable opinion of their merits as a body of public servants, which I had then formed after a short acquaintance with the section, has been confirmed by fuller experience. Judged by their good intentions the preponderating majority would, I believe, occupy a high, if not the highest, position. In teaching, however, as in all arts and professions, the desire to excel, though of prime importance as a factor in success, does not necessarily ensure excellence of achievement, and not a few hold a lower place by their deed than they would by their thought. But the supreme test—the actual work in the school-room—is passed successfully by a goodly number, who possess in varying degree natural aptitude for teaching and influencing children, but who in all cases make methodical preparation for each day's work, attend carefully to revision, and aim at steady sustained progress the whole year through. In the city facilities for systematic study are afforded by the Technical school and by Gaelic classes; and I understand that a considerable number of teachers from the city and neighbourhood avail themselves of these opportunities. There can be no doubt that everything which, without encroaching unduly on the teacher's time, helps him to maintain the mental attitude of the learner is a clear gain. Good progress has been made in grasping the spirit of the new system in its emphasis on the cultivation of intelligence and of expression, in its attention to the demeanour of the children, and in its recognition of the effect of environment. There are still some, but this number is diminishing, whose aim appears to be to simply prepare for an annual examination, after which a period of slackened efforts may be enjoyed; this mistaken notion, however, cannot much longer survive the constant change from year to year of the month of inspection."

As a general rule, throughout the Circuit, the children come at an early age to school. The proximity of the school to their doors probably conduces to this early attendance; unfortunately this convenience has no corresponding effect in retaining them at school, and the early age at which they leave results in their lapsing into semi-illiteracy before they are grown up. Until some means can be devised to check this serious leakage of pupils at an age when they have just begun to acquire the rudiments of an education fitting them for the business of life, our system must remain largely disappointing in its outcome. Their total time in school would suffice to equip our children fittingly for the struggle that awaits them, provided their entrance and leaving were each deferred for a couple of years. The character of the

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Attendance.

Mr. J. Ross.

attendance remains practically unchanged since my last general report was furnished. The Compulsory Act is now in force over the whole circuit, with the exception of Inishowen. In the absence, however, of a sound public opinion as to the vital importance of regular school attendance, the Act as it stands can achieve at best only a very moderate degree of success. The penalties are so trivial, the loop-holes of escape so numerous, and the law's delay so much in the interests of delinquents, that little can be accomplished even in the case of those committees who are awake to the national importance of regular school attendance, and are keen in exercising the powers conferred upon them by the Act. It is most actively administered in Derry City; its working is particularly ineffective in Limavady rural district, where in many of the schools the average daily attendance remains below 60 per cent. of the average number on the rolls.

I have again to repeat the opinion that until we have a separate record of attendance of the pupils coming within the age limits of the Act, we are not in a position to judge with certainty of its effects.

In regard to attendance Mr. Kyle reports as follows:—

"For the year 1908 the percentage of regularity in the city schools was 77.7, having reached 80 for 3 of the 12 months. My observations would suggest a less energetic administration of the Act under other committees; e.g., I have noted one case where the school attendance officer had paid only four visits in the last 17 months, and another (not under the same committee) where only four such visits had been paid in 15 months. In the latter school the attendance of many pupils was extremely irregular, but, according to my information, no steps had ever been taken to secure compliance with the Act. In all rural districts the scarcity of adult farm labourers necessitates the employment of children at the busy seasons in spring and autumn, but the effect of this on the attendance is somewhat concealed by the practice of taking much of the annual vacation at those times. In Inishowen the hiring for the summer half-year of children of tender years—sometimes as young as eight—to farmers at a distance is very common, and, apart from other obvious objections, this places most serious obstacles in the way of their educational progress. Their attendance at school is limited to a few weeks in winter, of which they are not always disposed to make the most, so that their presence imposes not only a heavy, but often a thankless, task on the teacher, and on reaching manhood many of them are practically illiterate. From inquiries I have made it would appear that the practice is not in many cases due to financial necessity, but rather to thoughtless acquiescence in a usage which probably originated in less prosperous times, and has now become hardened into custom. The children of migratory labourers, many of whom change their residence at least once a year, constitute a substantial portion of the attendance at many schools, especially in the eastern side of the section, and their roving habits, and their parents' feeble appreciation of education, make them unpromising material from the teachers' point of view."

In connection with the health of the pupils, Mr. Bannan reports:—

"During the past winter and spring the attendance at many schools has been adversely affected by epidemics of influenza, and in one locality by a virulent outbreak of diphtheria. I have no reason to suppose that the number of children with defective eyesight is abnormally large. As a

possible source of injury to the eyes of children I have often to call attention to faulty arrangement of desks with regard to the light. I frequently notice that the print of books in the children's hands is much too small—and in particular that the books in use at the time of religious instruction are often printed in a microscopic type that must involve considerable strain on the eyesight of the children. The characteristic indications of adenoid growths are often observable, and are generally to be met with in more than one member of the same family." Mr. J. Ross.

In view of occasional outbreaks of virulent epidemics the use of slates, and yet more the odious method of cleaning them that still largely obtains, constitute a serious menace to the public health.

There is no properly equipped room for babies in any school Infants. in this Circuit. In the absence of such provision the attendance of children under five years of age is undesirable from an educational point of view. It is quite impossible to fit into the organization of any ordinary school any fully satisfactory scheme for the training of these very young children. The best that can be done for them must be largely a compromise, more or less unsuccessful, between matters essentially diverse—the teaching of older children and the training of babies. It is doubtful if children at this tender age derive benefit either physically or mentally from their attendance at school, while, on the other hand, such children may lose so much from unskilful handling, and unsuitable environment, and the enforced repression of their natural activities, that they would be distinctly gainers by exclusion from all schools where special provision in a separate room was not made for their reception. Apart, however, from the defective provision for children under five, I am glad to be able to report that sounder ideas on infant management are gradually gaining ground in the Circuit, and it is but right to acknowledge that much credit for the improvement in this respect is due to the work done in the classes for junior assistant mistresses held by the Kindergarten organizers. As a direct result of these classes a beginning has been made in the correlation of lessons; a fuller use of black-board sketches, and increased skill in handling the limited appliances for infant training available in the schools, are also observable. The benefit derived from these classes is, however, deprived of its full effect by the absence of properly furnished class-rooms, and the lack of appliances for providing suitable occupations. In the larger schools, with infant departments, and even in special infant schools, the chief defect lies in an eagerness to teach and a neglect to train the infants. This grave fault, and the assigning of unduly large classes of infants to one teacher, are abuses against which apparently one may protest in vain; perverted ideas and antiquated methods die hard. Even apart from the total lack of suitable provision for babies, the accommodation in the infant schools remains unsatisfactory. Six of these schools have only a single room, though in five out of the six a second teacher is employed. We have given much attention in the past year to the rate of progress of the infants. Now that the

Mr. J. Ross.

registers are in practically all instances fully entered a test of the time spent over the infant programme is readily available. On the whole we find in the case of children of five years and over distinct improvement in oral English, including oral expression, and a juster appreciation of the rate at which such children might be expected to progress in reading.

In regard to the latter point Mr. Kyle remarks:—

"Instances of serious waste of time are still met with—e.g., a boy of seven, who had attended for over a year and a half with more than average regularity, and who seemed intelligent, was still struggling with it as on. One cannot but wonder what would be the feelings of a mother who started her child to read at the age of five, gave him ten minutes help each day, and found so little progress after nineteen months. In contrast with this case, I have recently found in a rural school in Inishowen, where the infants had most of their teaching from a junior assistant mistress in her first year of service, a junior class, including several children under six, reading the story of Cinderella with ease, and conversing about it with intelligent interest."

New subjects and new methods.

Speaking generally from my own experience in this Circuit as to the effect of the new subjects and new methods, I have no hesitation in saying that the education of the pupils has distinctly advanced. Their interest in the world around them has been quickened, and their intelligence has been rendered keener. In one all important respect, however, I am far from satisfied with the progress made in the average school: I refer to the training of the children in clearness of speech and the imparting to them some command of language in oral expression. Something has been done to this end, but it is an uphill task in Northern Ulster.

Written English shows a steady advance, and the correction and revision of errors receive, as a rule, due attention. This correction often involves arduous labour; frequently the keener teachers carry home large bundles of the exercises for correction out of school hours. This labour of marking is not only heavy but is often unproductive of the best results; it would be much lessened if the training in correct speech, already referred to, were more general, and if the black-board were more freely used from the outset for new and unusual words. In this way the eye of the child would be trained to observation of the correct form of words—the foundation of all good spelling—whereas, slipshod pronunciation, and an untrained eye are the main sources of bad spelling. The active teaching of composition—basing the written work on sound oral training—where adopted and pursued with even moderate skill, also largely obviates unproductive labour in subsequent correction of the exercises.

In regard to general proficiency, Mr. Bannan reports:—

"The teaching of reading is slowly improving. It invariably begins too soon—before the children have learned to speak—and all through the school course oral expression lags behind. Why it is so difficult to get the children in this section to speak in an audible tone I do not understand. The amount of matter read by the pupils has now much increased. The universal use of additional Readers, of a more or less attractive kind,

has helped considerably to develop the pupils' appreciation and understanding of the printed language—which is, after all, the main end to be aimed at in the teaching of reading. From this point of view the teaching of reading is not by any means unsatisfactory.

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"I am inclined to think that too much time is devoted to formal lessons in grammar, and too little to exercises exemplifying its practical use in the correction of errors made by the pupils in speech and writing. Analysis is most frequently dealt with in an illogical and mechanical way.

"The teaching of *geography* continues to be unsatisfactory on the whole. The principle of proceeding from the known to the unknown is seldom observed. In too many schools the old results programme appears to be still in force, and the map of the world usurps the place which should be occupied by a thorough study of the surroundings of the school.

"In only one school have I observed any use made of models, and there is but one relief map in the section. Very valuable lessons of a practical kind might be given on the ordnance map, which is to be found in nearly every school, but is not often used for the purposes of instruction. In the better schools work of some intelligence is done in the higher standards, and there is evidence of the study by the teachers of text-books in which the subject is dealt with on modern lines.

"No subject of the school curriculum has suffered more from bad teaching than *arithmetic*; but rational methods have now got at least a foothold. In the lower standards the instruction has become more intelligent, and, as a rule, the application of the simple rules is fairly well considered. Common defects in the treatment of the subject in the more advanced standards are—insufficient use of oral and mental work, the impractical character of the examples set for solution, and the unnecessarily laborious processes adopted. There is seldom adequate discussion of a problem before it is worked by the pupils, or any attempt to make a rough approximation to the answer.

"In a few schools good work has been done in *history*, but as a rule the valuable scheme outlined in the official notes has not yet been adopted.

"A comparatively small number of teachers have taken up 'Nature Study' with enthusiasm, and with very valuable results.

"*Drawing* is taught in every school, and singing in the very great majority. The character of the work done in singing is fair. Soft sweet tone is rarely to be met with. Judging by the successful result of the first annual festival held in April last, the competitions for school choirs, instituted by the Coleraine Musical Association, appear to be destined to have a powerful influence in improving the character of the singing in the schools.

"In a few schools the proficiency in needlework is excellent, in the majority fair. So far as my experience goes collective lessons in this branch are not often given."

Of proficiency in the general curriculum, Mr. Kyle reports as follows:—

"Of the subjects that have always been included in the programme English is that in which, in my experience, there has been the greatest advance in the effectiveness of the teaching—through attention to the subject-matter of what is read, and regular practice in oral and written composition. There is still, indeed, much unskilful teaching of reading, as the following recent experience shows. At what was nominally the *history* lesson, a small class of children were reading the story of Caedmon. When a boy reading aloud had completed the third paragraph in which a dream of Caedmon was related, I intervened to ask who had been dreaming, but no one in the class could tell. In such cases—by no means so rare as they should be—I invariably set the children to find the desired information by re-reading the passage, and hope that the sight of their brightened faces is not lost upon the teacher.

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"I cannot speak with confidence of general improvement in arithmetic. Children's attainments in this branch may be tested in two ways. 1st. Whether they can calculate quickly and accurately. 2nd. Whether they can apply their power of calculation to the solving of applicate questions. As regards the latter there is, on the whole, distinct advance, while in the former there has probably been retrogression, though not universally. In both respects there is less uniformity than existed under the Results Programme. Thus within the last month I have found in one school Standard III. children who could do quickly and correctly mental calculations involving money, reduction of the common weights and measures, decimals, fractions, and percentages, the latter, of course, in easy examples; and in another school Standard III. children who failed ignominiously in plain sums in simple subtraction and multiplication.

"A creditable proportion of the schools that are equipped for the teaching of elementary science, more especially those in the city of Derry, are doing distinctly good work. In some of the unequipped schools object lessons, taken up in connected series, and embracing 'Health and Habits' and 'Nature Study,' form a fairly satisfactory substitute for Science teaching; but I am bound to say that in too many schools this branch is taken up in too perfunctory a fashion to be of much service.

"In geography, as in arithmetic, there is a great increase of disparity between the well taught and the poorly taught school.

"Under all the circumstances drawing is, on the whole reasonably well taught.

"Where the teacher of needlework is free during the lesson to give the subject her undivided attention, satisfactory progress is usually attained, otherwise the work is naturally less good. In all cases one would like to see more class teaching by the aid of demonstration pieces, and a fuller recognition of the fact that, as a school subject, this is a form of Hand and Eye Training, and therefore demands a standard of excellence that in everyday life might not be deemed essential.

"Drill is hardly so much appreciated as it should be; lessons allotted to it are frequently too long and occur too seldom. A short time for daily practice, combined with constant attention to posture and gait, is being recommended by me."

Organization

The system of grouping standards for collective teaching in various branches has been much extended in the past two years, and is now well understood throughout the Circuit. Attention has been given to the organization of one-teacher schools, so as to secure the adoption of a system that will provide for proper supervision of all standards. I have found, as a rule, much readiness on the part of teachers in carrying out suggestions under this head. The difficulty in the two-teacher schools arises from the embarrassment due to the absence of class-rooms, but the principle generally recommended and pretty extensively taken up is to have such schools worked in two divisions, each consisting of two groups, the teachers arranging the positions of their divisions as if a partition existed in the room. Miss Auld has organized nine schools within the past two years; in those cases where the teachers were capable of pursuing the system she introduced, the success of her visits has been very pronounced.

Monitors.

The monitors and pupil teachers employed in the Circuit are attentive to their studies, and the vast majority give promise of distinct aptitude for teaching. Their training is on the whole



successfully carried out. A common defect in the criticism lesson is that the group of pupils selected for instruction is already acquainted with the subject to be taught; this error of judgment gives an air of unreality to the whole proceeding.

Mr. J. Ross.

In regard to monitors, Mr. Kyle writes:—

"The position of monitor is much sought after in this section, there being usually three or four candidates for each appointment for which official authorisation is given. The resulting competition ensures that those selected are fairly well qualified by scholarship, and the plan introduced last year, of summoning those not in their final year of service to a common centre for examination on the prescribed programme, has had the most beneficial effect in securing sustained attention to their studies. In the current year 50 monitors are employed, distributed among 30 schools. As many visits as possible have been paid at the times fixed for criticism lessons; and while some instances of negligence in regard to these have come to light, they are in most cases regularly given, and, on the whole, with good results in fostering presence of mind and self-command."

In the past year *cookery* has been taught in 25 schools in the Coleraine section, and in 22 in the Londonderry section of the Circuit; four out of the five girls' schools in my own immediate charge have taken up this branch. In the total absence of special class-rooms the subject is handled with praiseworthy efficiency. Much of the credit for popularizing and extending instruction in *cookery* in this Circuit is due to Miss Stevenson, Organizer, who shows much persuasiveness and tact in dealing with the teachers who attend her classes.

Cookery.

*Algebra* and *arithmetic* have been taken as an extra in a considerable number of schools; *geometry* and *mensuration* are somewhat less popular. Mr. Bannan's experience is that the proficiency in these extras is not improving; in those cases tested by me, it varies from fair to very good or excellent. Both these extras are most successfully taught in Londonderry Boys' Model school.

Extras

*Irish* is taught in a few schools. In the past year it has been introduced into Rathlin Island school, the only portion of the eastern section where the spoken language still survives. It is taught with enthusiasm and success in St. Eugene's Cathedral Convent N.S., in Derry city, and here its effects have been very pronounced in brightening the intelligence of the senior pupils.

In regard to *evening* schools Mr. Kyle reports:—

"During the winter 1908-9 there were eleven evening schools in operation, with a combined average attendance for the session of 762. Three of these, with a combined average of 460, were in the city of Derry. Many formerly conducted on the Inishowen sea-board were not in operation, partly because the teachers found their strength overtaxed by this addition to their day school work, and partly also because the attendance had fallen off owing to the exhaustion of the supply of illiterates. From information supplied to me it is clear that in these remote districts the evening schools were a great boon."

Evening Schools.

Mr. J. Ross.

There are only two evening schools in Mr. Bannan's section,  
one of which is in Rathlin Island.

I am, Gentlemen,

Your obedient Servant,

J. Ross,

*Senior Inspector, N.S.S.*

## CIRCUIT 14.

Mr. J. P.  
DALTON.

## GENERAL REPORT FOR 1908-9.

GALWAY,  
7th July, 1909.

GENTLEMEN,

In accordance with your instructions of the 2nd April, 1909, I beg to submit to you the following report on the schools of the Galway Circuit. I have been much aided in its preparation by memoranda and notes which I have received from the Inspectors who were associated with me during the past year. My present colleagues on the circuit staff are Mr. A. P. Morgan, B.A., who is stationed in Tuam, and Mr. J. S. Mahon, M.A., who is stationed in Galway. Mr. Morgan's connection with the circuit, however, only dates from the 1st March last. His predecessor in charge, Mr. C. P. Shannon, B.A., was then transferred to Roscommon, after some five years' service in the County Galway.

STAFF.

The extent and the outlines of the circuit were described in my report for 1907, and they remain just as they were then. No change has been made in the circuit boundaries, but the number of schools has undergone a slight diminution. Owing to a decreasing population and a lessening school attendance, amalgamation of small schools continues to take effect in a few cases year by year; and our list of schools, which gave a total of 419 when I last reported, now numbers only 412. Elsewhere it would, doubtless, happen that loss in this respect might be partially balanced by some compensating gains. But with us the account has practically only one side. The applications for building grants recently made to the Commissioners include three proposals to build schools in localities that had none before. Two of these applications have, so far, recommended themselves to favourable consideration; but the third has not borne successfully the test of official inquiry. When I look round the circuit I notice a few—but, only a few—places that are out of convenient reach from the neighbouring schools. Attempts will, no doubt, be made from time to time to supply the school needs of these localities. But cases of the kind are not likely in the near future to increase appreciably the number of schools on our Circuit registers.

School  
supply.

The aggregate school supply, therefore, may be reported as ample; but in some instances the positions of the school-houses were not judiciously chosen. A central and convenient site for a given school area is not always readily obtainable, but many considerations make such a site essential. The population centre is, of course, the natural school centre. When the school site stands at any considerable distance from this centre the children at one side of the area have a choice of two schools, while those

School  
sites.

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living in the marginal districts at the other side are deprived of proper facilities for regular and continuous schooling. The younger the children are, the more prohibitive the disability becomes. As they grow up, they get better able to endure the hardship of walking long distances morning and evening; but until they have reached their seventh or eighth year distances over a mile practically condemn them to non-attendance during cold and inclement seasons. It thus happens that in many schools the average attendance of pupils of the infant age diminishes very largely during the winter and spring quarters.

Changing  
condition.

The population centres, however, are not fixed and immovable points. Throughout the County Galway—the county with which this report is chiefly concerned—tracts of unoccupied grazing land, many of them of large extent, meet the traveller at frequent intervals. These void spaces contribute nothing to the school attendances, and in their present depopulated condition they have no claim to be included in the working school areas. But by the operation of recent Acts of Parliament they are being gradually re-peopled. The change is proceeding slowly; but it is not difficult to see that the social and economic conditions of the county are being transformed, and that the coming years will register a large growth and a more uniform distribution of our rural population. This may involve the need of increasing and re-adjusting the school supply. But the need has not yet commenced to make itself sensibly felt at more than a very few points, and its bearings, therefore, need not be discussed at any length here.

New build-  
ings.

During the past year there has been a revival of activity in the building and improvement of school-houses. Work of this kind had fallen into abeyance during the long period of suspension of the State grants. Now that grants are again available managers are filling applications, and preparing for the early commencement of building operations. In ten cases the works are actually in progress; but only three school-houses, designed according to the newest plans, have so far reached the stage of completion. Grants for the enlargement and remodelling of existing houses have also been made in several instances; and some of the applicants have taken advantage of the specially favourable conditions now applicable to necessitous localities. In this way something is being done here and there to secure for the scholars advantages of space, seating and structural design in keeping with modern requirements. But the movement in this direction has not yet become general; and it is not unlikely that for many years to come the great bulk of the children of this county will have to be educated in school-houses of obsolete types.

Obsolete  
types of  
school-  
houses.

Broadly speaking, these types, as represented among us, belong to four well-marked classes. (1.) First in rank, in point of unsuitability, comes the thatched cabin, standing bare and unsightly by the roadside, giving its scholars shelter from the elements, but little more that could fitly be called school accommodation. We have ten school-houses of this class here still;

but everybody concerned is ashamed of them, and their final disappearance is only a matter of a little time. Two of them are about giving way to new school-houses that are in course of erection, and the others are likely to follow at an early date.

(2) The next class includes the non-vested buildings of more recent construction. The houses are slated, and sometimes substantial in framework and masonry. But in most cases they are imperfectly furnished, and deficient in many of the elements of comfort and convenience. As a rule the absence of ceiling, porch, offices, and other essential accessories has to be noted; while the premises are invariably too restricted, and the means of lighting and ventilation are generally defective. This type of building shows considerable individual variations, beginning from the poorer and more dilapidated specimens that approximate in appearance to the thatched hovel genus, and ranging up towards the side that connects with the less ambitious pattern of vested school-houses. I am pleased to find that the type has few apologists at the present time, and I look to the revival of building activity that has now set in as a promise of its ultimate extinction.

(3.) The vested school-houses belong to two different eras. The survivals of the earlier style are not numerous, and they only call for a passing reference. These buildings are, for the most part, two-storied, having one school-room on the ground floor and the other on the upper floor; and the room overhead is generally approached from the outside by a stone staircase, always steep and narrow, and often twisted and difficult of ascent. I have sometimes wondered that accidents are not of more frequent occurrence among the children, especially the younger children, who have to use these dangerous stairways. Very few vested school-houses of the two-storied or earlier plan are now in serviceable condition. Almost invariably the rooms turn out to be draughty and uncomfortable, and the entire appearance and atmosphere of the premises speak of age and decay.

(4.) The later vested buildings are constructed on a different plan. They are one-storied, and the school accommodation is usually supplied by a sizable room, with a class-room leading off it. For a few years after being built the houses look well; but, as no regular provision is available for the greater number of them to meet the expense of repairs, paint and colour lose their freshness all too soon, eave shoots and pipes get fractured, slates and tiles get dislodged, windows get broken, and doors unhinged. The school-houses then pass from the stage of good repair into that long and dreary period throughout which they have nothing more to expect than a tardy and occasional hand, barely sufficient to keep them rain-proof and habitable. Indeed, I see no buildings anywhere that are more liable to become prematurely weather-worn than our vested school-houses of modern date. I cannot resist the suspicion that inferior building materials are often used in their construction, and that but few of them are able to boast of careful and conscientious workman-

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ship. It is a common experience to see the ceilings giving way within a year, perhaps within a month, after they have been plastered; the laths getting stripped, sometimes in broad patches, sometimes all over from wall to wall. So frequently does this occur that I make it a point to advise managers to substitute wooden for plaster ceilings in their plans for proposed new school buildings. It is not merely that wood makes the room look warmer, cleaner and more comfortable, a more important recommendation is that under a wooden ceiling the pupils are safe from injury, while one can never feel at ease about their safety with a sheet of brittle and badly-worked plaster over their heads.

Unsuitable  
buildings.

When the present-day requirements are taken account of, a considerable percentage of the vested houses of recent construction, as well as of those of earlier date, must be classed with the great bulk of the non-vested buildings as antiquated and unsuitable for the purposes of effective organisation. The class-room is a special characteristic of the modern vested school; and of all architectural contrivances the class-room is now the most obsolete and irremediable. In a one-teacher school it does not actually embarrass the organisation, for the simple reason that the organisation is independent of it. The room is not wanted, and need not be used. But in a two-teacher school the class-room is an obstruction that makes a smoothly-working organisation impossible. If, as often happens, the class-room is small, there is no way out of the difficulty. Where it is of reasonable size, the best that can be done is to remove the gallery that always occupies a large share of the floor space, and to have the room thus prepared then supplied with desks suitable for the junior pupils. But it is only rarely the dimensions of the class-room will be adequate for an entire division. Hence the very best use that can be made of it entails the separation of the school into two unequal divisions, and consequently an unfair apportionment of the work between the teachers. In arranging schemes of organisation for such schools, therefore, the teachers have to be satisfied with a compromise. While aiming at the system that the Codo and the Inspectors would impose on them they can, at best, only partially attain it, and they are often compelled by defective structural conditions to seek for a substitute in some cumbrous makeshift.

Reports of  
Improvement.

It will take many long years to fully remedy this unsatisfactory state of things. But I expect that before the time comes for furnishing the next General Report some advance will be made in this circuit; and that, by the erection of new buildings, and the remodelling of existing houses, a fair number of schools of the new designs will have come into use. Only three school-houses constructed on the revised plans have yet been completed, and Loughrea claims the first of them. Heretofore the town and its environs were indifferently served by three boys' schools, of antiquated patterns, but owing to the exertions

of the Bishop of Clonfert, the Most Rev. Dr. O'Dea, these have been replaced by one flourishing school of admirable design and fitted up with all the modern appointments. Mr. J. P. DALTON

I am in a position to report some improvement in the manner of keeping the school-rooms and premises. Mr. Mahon testifies for his section:— Cleaner rooms.

"The premises are, on the whole, kept in a fairly satisfactory state, and, in not a few instances, are exceedingly neat and tasteful. It is rare now to find any case of gross neglect in the matter of cleanliness, a remark which applies equally to the out-offices and to the school-rooms. Flowers are grown in a number of schools, and in some school gardens."

Mr. Shannon likewise states that:—

"The cleanliness and tidiness of the school-rooms receive more attention than heretofore."

I am further pleased to be able to note that the western, or Connemara, side of the circuit is taking the lead in working towards this salutary reform. A considerable number of the school-houses in the poor villages along the coast are now models of cleanliness, and some of them furnish superior examples of taste and neatness. These schools cannot fail to send a wholesome and sweetening influence, like a beam of warm sunlight, through the personal habits of the children who attend them, and thus to help forward the cause of domestic refinement and of physical well-being among the rising generation. It is gratifying to feel that, on this urgent question, the voice of the school inspector is no longer a solitary sound losing itself in the wilderness. The sanitary reformer is now abroad, and bands of earnest and distinguished workers are everywhere enrolling themselves as the apostles of his mission. One can hardly be sure as yet that the public conscience has been really touched, and that the responses which it seems to make to the reformer's appeal are the stirrings of steady and practical purpose. But to anyone having experience of our social conditions, it must be clear that, if the gospel of sanitation is to triumph in the homes of the people, the first great battle must be fought and the first decisive victory won in the primary schools. Connemara Schools.

The poorer and the more squalid the home surroundings of the children are, the more indispensable becomes the duty of the school to concentrate every resource of precept and every agency of example on an untiring crusade against the unwholesome and degrading practices that have been established by usage. As I have already said, a respectable proportion of the teachers who work among the congested settlements along the sea margin have risen to the duties of the occasion; and I believe I can observe that their efforts are bearing visible fruit. The epidemics that heretofore scourged periodically the helpless seaboard population have become less frequent and less destructive; and it cannot be questioned, I think, that the schools have been instrumental in producing this happy result. Epidemics.

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Exceptions.

In other parts of the circuit the teachers have not shown at all the same readiness to move forward in the cause of cleanliness, which is only less sacred than that of godliness; and the condition of many of their schools still leaves much to be desired. From time to time, indeed, I meet teachers to whom cleanliness and its cause seem to be no more than vague conceptions, unsupported by any lively outward sense. Dirt may accumulate on every side of them, but they are only half conscious of its presence. The first essential for them is to cultivate a cleanly eye—an eye that will be hurt by the faintest signs of foulness or disorderliness, and that will give the mind within no rest until the discomforting sight has disappeared from view. A famous philosopher was known to be afflicted with colour blindness; but he succeeded, notwithstanding, in achieving a great name as a pioneer of science. But a teacher who happens to suffer from dirt blindness can never hope to distinguish himself for the tasteful keeping of his school, much less to acquire a reputation as a leader in the anti-dirt propaganda. Two or three of his boys will probably be told off in the evening to give a superficial brushing to the more accessible parts of the floor, and the room may, or may not, get a hurried dusting the next morning; but beyond these perfunctory operations the routine performance of the disagreeable duty is rarely carried. Occasionally, no doubt, the Inspector's suggestions for the thorough cleansing and beautifying of the place may be favoured with some grudging compliance, but only at the price of being considered faddish and unreasonable.

We do not realise, I think, how much the health of the pupils is liable to suffer in ill-kept schools. We are all ready to acknowledge, as a theoretical proposition, that the bodies of the children we are educating have a first claim on our care. But in practice we concern ourselves mainly with the quality of the instruction our scholars receive, and only very secondarily with the quality of the air they breathe during their long school hours. In acting thus we behave unwisely, even as mental trainers, for we ignore the stern fact that the mind will not develop freely and fully while the body is defrauded of its elementary wants. I feel assured that, as school life comes to be more closely studied, more and more emphasis will be placed year by year on the necessity of securing faultless physical conditions for the growing children who are educated in primary schools. It is of more vital consequence for a child to be provided with a plentiful supply of pure, warm, health-sustaining air, and to be practised in the proper mode of breathing it, than it is to be made expert in the rules of arithmetic.

Physical  
culture.

I advert to the second requirement advisedly—the right use of the organs of respiration—because I find that no heed whatever is paid to it, even in the schools that are kept scrupulously clean and always well ventilated. I rarely meet a class of boys, and still more rarely a class of girls, who have been trained to stand or sit or hold themselves as they ought. From constantly



bending over books and papers the growing bodies of the children acquire a crooked set: the chests getting contracted, the shoulders stooped and narrow, the whole appearance dwarfed and unshapely. The penalty for this does not stop with awkwardness of mien and ungainliness of gait. The weakened lung power too often expresses itself in a blanched face, a ready susceptibility to disease, and a generally impaired physique. I do not mean to advocate any ambitious scheme of physical culture for our schools; not because I think that narrow limits should be set for training of the kind, but because I know that an elaborate programme in this as well as in most other subjects is impracticable. But there are a few simple things that every teacher could do, and that should enter no less exactly into every teacher's duties than the obligation of teaching his scholars to read and write. He should train every boy and girl under his charge to stand habitually to their full and natural height; to adjust their looks to the lines of a well-balanced pose and attitude; to sit erect over their paper exercises; to hold their books to the easy focus of the eye; to fill their expanded chests by deep and regular breaths; to inhale and exhale through the nasal passage, not through the irritable mouth and throat; to move with a graceful, self-confident carriage; to mould their actions by a becoming regard for the feelings of others, and to express them with composure and self-control.

There are very few schools in the circuit in which some little Drill. or much is not attempted in physical drill; but the exercises, so far as I can observe, do not often produce sensible effects on the demeanour of the pupils. I attribute this failure to the prevailing practice of treating the drill as a thing apart from the regular life of the school. The classes are taken to the grounds for twenty or thirty minutes, and put through a certain round of exercises. While the boys are so engaged they may stand to attention, mark time, turn and march—all tolerably well; but when they re-enter the school-room they generally revert to their own unformed style of carrying themselves, and behave no better than if they had never been drilled. Exercise in the open air has advantages, even though it be not followed by any obvious formative effects. It relieves the strain and monotony of the lessons, and it reinvigorates the children's bodies and brains. But there is no reason why the training should not be made to do this, and to achieve as well the permanent results of regulating and strengthening the respiratory organs, of bracing the frame, and of giving the man or woman pose, carriage, and grace of manner.

It would much help the attainment of these ends if the teacher were to add to the semi-military exhibitions of the playground a series of exercises chosen from the common everyday actions of the pupils and, making correct style his object, develop them by systematic practices into reformed modes of behaviour. This Behaviour practical kind of drill might concern itself with almost any act of the pupil, and make it the subject of training by the method

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of rhythmical repetition; and if points of ordinary school form were thus put in the forefront of the scheme of physical exercises carried out in our schools, the children would soon show the effects of the training in a hundred ways—in the holding of books, for example; in finding the page of the lesson; in pitching the voice; in standing up and sitting down; even in walking along the road—in which their habits now appear unformed and uncouth.

Reading.

It is an unwise economy for the primary teacher to exclude from attention the physical side of child-nature, for a human being cannot be educated in sections. By universal consent the subject of *reading* stands at the head of all private and public systems of elementary education. I am disposed to think that the time will soon come when the scope of the subject will be widened, and when speaking, or the cultivated art of oral expression in its full extent, will appear in its own name as a formal and fundamental school requirement. But whether we have to teach speaking in its entire compass, or only the particular application of the art which gets the name of reading, we are bound to go on failing until we learn to adjust our methods to the physical capabilities that supply a basis for our work. The first essential of good reading is distinct articulation; but it is an essential that, in my experience, is realised in only a small proportion of the schools. This failure is not attributable to any unfair stinting of the time devoted to the reading lessons. The teachers toil through these lessons conscientiously day by day, perhaps with fewer evasions than fall to the lot of any other subject on their time-tables. The classes are kept in active practice, but without making any encouraging advance; and at the end of the year the first recognised stage of the road is not always reached. Even hard-working teachers resign themselves early in life to low standards of attainment, and come to regard the finished styles of reading as impracticable in all but a few exceptionally favoured schools.

Voice  
production.

"Speak out," "read louder," "open your mouth"—these are some of the forms in which teachers shower their admonitions on the pupils. But arts are to be learned from imitative practice, not from mere verbal directions; and the language of the readers continues to deliver itself in a muffled and mumbling key that seems incapable of acquiring rhythm or modulation. And so it will continue until the teacher studies the inner working of the operation he is supposed to be moulding, and asks himself what are the essential elements of cultivated voice production. A little reflection should show him that they consist in regulated air supply and in the artistic shaping of the outgoing breath by the machinery of the vocal organs. The regulation of the air supply depends altogether on the manner in which the pupil stands, holds his body, and controls his lung action; and it is largely because they have not discovered this radical principle that our teachers waste so much effort in the unsuccessful attempt to make good readers.

When I take a class, as I often do, I always find that a sensible improvement is effected in the tone and style of the utterance by merely getting the pupils to stand properly, to hold their books in correct position, and to send their voices up and on in easy curves to the listener. The gain in clearness and firmness of enunciation becomes immediately noticeable. Naturalness is not so readily communicated; but in this, too, the best plan is to put the pupil in the way of acquiring the desired accomplishment for himself. The model is supplied by the phrasing and style of polite conversational speech; and the first great step in advance is made when the pupil, as he reads, has brought his voice to work clearly and easily in the ordinary speaking tone. As a rule this takes a long time to accomplish, for the troublesome reason that, at a formal reading exercise, children start from a false mental attitude. When reading they are not quite their natural selves; and for good reading they have to be restored to themselves. The restorative process is effectually helped by getting the children to look occasionally at the person they are addressing. After the pupil has directed his eyes a few times to the listener's face he realises more accurately the nature of the office he is performing—communicating thought to another—the mental attitude is set in happier relation to the business in hand, and the delivery becomes much more natural and pleasing.

Mr. J. P.  
Dillon  
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Aims in  
Reading.

Some vicious practices still, unfortunately, survive in the teaching of reading. It is chosen more frequently than any other school subject as an exercise to be given in charge to "unpaid monitors"; and the little boys and girls who take the place of teachers on these occasions are often not much bigger or more advanced than the children they are deputed to instruct. Worse still, I sometimes see a so-called reading lesson proceeding in a class left without a conductor of any kind. In one school each pupil will, perhaps, read a sentence or two in turn, according to a self-acting arrangement; in another the whole class may rehearse the lesson in a monotonous chant; but in none will even a nominal provision have been made for correction or guidance of the children's erring attempts. I need not wait to describe the kind of "reading" that is produced under conditions like these.

Bad  
practices.

In the conducted lessons I find that the older teachers, and especially those who are untrained, allow reading to a great extent to teach itself. Their corrections are confined to the pronunciation of the unmanageable words: of passages read for imitation there are few or none. The younger teachers hardly ever fail to give an exhibition of model passages, but in the handling of the method they show varying degrees of skill. The most common fault is that the passages are too long. Until the pupils have gained some elocutionary power they are unable to catch up and reproduce long passages; and when the teaching errs seriously in this direction the reading of the school improves slowly or not at all. For young children the passages should

Model  
passages.

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Dutton.

always be short; and, as the setting of the model is only a small part of the business compared to the imitative finish with which it is reproduced, the whole force of the teaching should be directed to making the copy truly reflect the original. Without a nicely critical ear to aid him the teacher cannot hope to achieve a high degree of excellence in this branch of his duties; and our teachers, unfortunately, have not many opportunities of cultivating the kind of ear sensitiveness and quickness that is needed for the special purpose. We have some schools in the circuit that turn out reading and recitation of very fine quality; but their number, so far, is comparatively small, and the general standard of the reading produced here has not yet risen to a uniformly good level.

Explanation.

The counterpart of reading is *explanation*, and it invariably receives its fair share of the reading lesson. The two, however, are often paired together in a manner embarrassing to both, and preventive of either profiting by the union. To my continued surprise I find most teachers, trained as well as untrained, continually stopping the reader for the purpose of putting a question as to the sense of some word or phrase just met with; and rarely will a pupil be allowed to read through a paragraph or extended passage without interruption. Neither the reading nor the explanation of a school is likely to benefit from a lesson conducted in this way. The pupils, being constantly pulled up, are given no chance of acquiring an easy, free movement of speech. On the contrary, they are inducted into a jerky, halting habit of utterance, the antithesis of the pleasing style of expression which the teacher should aim at developing. The explanation that is worked in by little snap-shots between these frequent breaks in the reading exercise never goes beyond the signification of detached words and of isolated references, and is rarely of any illuminative value. The pupils get no connected grasp of the subject matter as a whole, and they are, therefore, unable to retain or to render any continuous account of the narrative.

Good and  
Bad  
Methods.

An obvious condition of effective teaching, or, indeed, of productive occupation in any line, is interested concentration on the work in hand; but when two or more objects are alternately coming into view and displacing each other in the attention, concentration becomes impossible either for the teacher or the taught. The continual intermixing of reading and explanation during the progress of the reading lesson, therefore, violates a fundamental educational canon, and maims the success of both the allied exercises. The teachers who make good readers throw themselves, with their pupils, heart and soul into the enjoyment of the elocutionary feat, and do not give up until all have felt the better of the exertion; and the teachers who train understanding keep the thoughts of their classes playing actively on the given subject-matter until its difficulties thin out and dissolve away under the influence of the brightening intelligence.

And so it is with all other branches of the teaching art. But not seldom I find that, while the lesson is fairly divided between reading proper and explanation, the children's comprehension of the language has not been brought on abreast of their ability to read it with expression and taste. In such cases the inequality almost invariably results from a certain defective method of dealing with explanation, and with other kindred exercises, that is far too generally prevalent. The interchange of thought is carried on between the teacher on the one side, and the entire class, answering *in globo*, on the other. Simultaneous answering has, no doubt, its uses; though, in my opinion, its educational utility, even under the most suitable circumstances, is of little worth outside of the infants' room. But when it is relied on as the staple instrument of mental exercise, the individual pupils never acquire the power of ready, independent thinking, and the intellectual tone of the school remains feeble. It is surprising to what an extent teachers are deceived by answers contributed collectively by a class. Their practice could justify itself educationally only on the supposition that there exists a something of the nature of a class mind, and that when this is tuned to the proper pitch the mental energies of every member of the class are automatically set going in concert.

Mr. J. P.  
DALTON.  
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Simul-  
taneous  
Answering.

But the class mind is a myth; and what really happens is that one or two of the quickest pupils—the leaders in brain activity—snap up all the questions; the others catching on to the suggested answers and swelling the volume of sound, but adding nothing to the current of thought, sent back to the teacher. When the pupils of a class that has been taught in this manner are taken individually, they never show up well in thinking power; and such thoughts as they can evolve on the topic presented they are badly able to arrange and to express.

Intelligence.

It is evident, therefore, that oral composition cannot flourish under the collective system of answering. Both on its own account, and because it serves as the best introduction to written composition, it is a branch of training that has special claims on the teacher; yet I rarely find it taken in hand in any systematized or thorough-going way. The formality of throwing answers into sentence form is generally insisted on; but the performance lends itself to empty artificiality, and the patent trick of the thing is readily acquired. The whole problem is to give the pupil some power of steady, connected thinking, of arranging his thoughts in logical order and of expressing them clearly when so arranged; and these acquirements will only come from long and well-regulated individual practice. In the reading matter, in history, in object lessons, in all the oral exercises this over-reliance on the simultaneous mode of chorusing answers impedes the growth of intelligence, for the two ancillary functions from whose interaction the intelligence derives its substance and breath—understanding and expression—are left without genuine exercise.

Oral  
Composition

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DALTON.

Analysis.

Grammar or, as it is now often styled, analysis gets everywhere a lesson or two weekly. It used to be that the *grammar* of our schools came forward shorn of its most important member; but latterly the part that was long missing has well-nigh displaced the whole, for beyond the practice given in analysing sentences there is hardly any grammatical teaching at present to be had. In the smaller schools the knowledge imparted does not go deeper than the construction of simple sentences; but in all the better schools I find the higher standards able to separate into their elements sentences of some degrees of complexity. There, however, the instruction is usually allowed to stop. The art, taught as a detached technical exercise, is regarded as an end in itself. One looks in vain for the application of the art as an interpreting key, for its systematic employment as a means of unfolding the contents of the printed language. The *grammar* lesson stands alone; and its natural complement, the explanation lesson, also stands alone: and, because of their non-correlation, the lessons remain unmastered after the classes have been drilled repeatedly from page to page of verbal meanings.

Written

Analysis.

Not a little time is wasted at what is called "written analysis"—a form of occupation that proves mostly barren. When carried to excess the exercise has a negative and injurious effect; for the pupils come to regard analysis as a matter of neat ruling and penmanship, not as a practical instrument to be applied to the elucidation of obscure language. To get hold of a sentence or passage by the right end; to dexterously extricate its central framework; to recast the main statement in well-chosen, intelligible words, bringing out in due order the direct sense and the allusive implications—such are the capacities in which people need to be trained. But it is a common experience to find classes behaving helplessly at tests of this kind, and yet presenting well-finished exercise books from which the bi-weekly pages of written analysis are seldom absent.

Oral  
English—  
Correlation  
of subjects.

While analysis is kept obtrusively in evidence, then, indications are wanting of the practised use of the analytical method in giving command over the perplexities of language. The understanding, set to work at wrong points and by unavailing modes of attack, gains little by the onset; and, the understanding getting balked, the training cannot be developed into vigorous intelligence. It follows from what has been said that a supreme need in all this language-teaching is the well-adjusted co-ordination of the subsidiary exercises, so that the subject may be treated as one, not as an assemblage of separate parts; and that the methods should combine in helpful association for a definite end under the direction of a controlling educational principle.

Written  
Exercises.

I have noticed a steady improvement in the written branches of instruction during the past two or three years. This side of the school-work assumes the largest educational consequence when it leads on to and culminates in correct and readable written composition. The teachers are now devoting consider-

able care to the teaching of composition, and many of them set exercises on the subject three, four, or even five times in the week. The character of the composition exercises is one of the best and readiest tests of a teacher's usefulness. No matter what natural gifts a schoolmaster may possess, nine-tenths of his work, if it is to show real merit, must consist in the taking of pains; and the condition of the written exercises serves more accurately than anything else as a barometer for registering the degree of painstakingness to which his daily discharge of duty rises. The regular and thorough correction of the written exercises is exacting work, and I do not always find it satisfactorily performed. But I am pleased to be able to report that it is much more generally performed than it used to be.

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Correction, however close and conscientious, is of course only one step of the process; and it is disappointing to find that many zealous teachers do not appear to be aware of the further steps that complement and complete it. If the mere checking of errors were enough, the progress in written composition would be much quicker than it is. But error-marking is not nearly enough. A full criticism of the mistakes noted in the initial performances should follow; and, using the helps thus supplied by the teacher, the scholars should frequently re-write the themes in corrected form. Unless practised in final revision exercises of this kind, the children will be long in learning how to aim direct at the finished copy: they will not be nearly so long if the finished style is made familiar to them day by day in actual production.

Composition.

These criticism lessons, moreover, afford the teacher his best opportunity for teaching grammar in its most practical and serviceable applications; for he is here dealing with the living language of the pupils as it comes from their pens and tongues. His object being to cultivate habits of correct speaking and writing he cannot escape from the duty of pointing out in what respects the language actually used deviates from the proper grammatical form; and thus far, at least, most teachers go. But, while the subject lends itself admirably to method, an entire absence of method is generally observable in its handling. The mistake is read out and corrected; and, when repeated, as it is likely to be on the very next occasion that offers, it is called out again and corrected: and thus the performance is carried on day after day. Finding that the objectionable expression continues to hold its ground, the teacher comes to regard the vulgarism or solecism malady as incurable. It is certainly not easily cured, for the home language of the children is always undoing what the teacher is trying—be it little or much—to do. If he is to make headway, therefore, he must lay his plans deeper and appeal to the understanding of the children. If he can get this great power on his side it will prove a potent ally; and it is just here that the rationalis of grammar comes to his assistance.

Grammar.

Mr. J. P.  
Dutton.

Scope of  
grammatical  
teaching.

The teacher who is bent on succeeding, then, will not be satisfied with correcting faults of expression as they occur: he will diligently collect them into his notebook from the spoken and written language of the scholars; he will cull out the typical examples and tabulate them in classified lists; and he will expose each type of error by the full light of the grammatical principle which it violates. The prevalent mistakes of the school will determine the amount of grammar which the teacher needs for this primary purpose of securing exact speaking and writing; and, having taken his measurements accordingly, he will then introduce in their proper places the syntactical laws that constitute the reasons for his corrections. A few of the fundamental concords, thoroughly understood, will generally be found to have a far-reaching application; but their understanding must not be allowed to rest on an insecure basis through neglect of the underlying elements. For the purpose in hand, however, the leading facts and broad features of the accidence, will suffice; and the whole scheme of instruction, when thus regulated, will afford a fine mental discipline, while doing more than anything else can do, under the circumstances, to make the pupils correct writers and speakers.

Topics for  
Composition.

Teachers, of course, will be found complaining that all this takes a long time. And so it does; but the disagreeable fact must be faced that composition is a laborious subject to teach. I have reviewed so far only the second half of the preparative process; and I have put the last first inasmuch as I wanted to bring out prominently that, while much honest toil is devoted to composition exercises, a good deal of it is thrown away unprofitably, because correction is not supplemented by criticism—meaning rational criticism—and revision. But there is another serious cause of failure which I must not overlook. Teachers rarely give thought enough to the selection and graduation of the themes; and, on this account, much of the so-called composition which one finds produced for inspection is really but the restatement on paper of matter that had been verbally committed to memory. It differs from transcription only in that the language, instead of being transferred direct from the open book to the written page, has been delayed and memorised in the passage. It is usual to link on composition to the object lessons and the history lessons, in particular; and, in some measure also, to the reading lessons. "I get them to write about it afterwards," is the form in which teachers usually phrase the operation. But, in practice, these exercises frequently degenerate into verbal reproductions of information that has already been read or rehearsed.

Dangers  
to be  
avoided.

Composition, whether oral or written, implies for the individual concerned a personal act of thought production, thought arrangement and thought expression; and the only kind of memory that can usefully take part in it is the memory for facts and ideas. The best form of challenge to educative exertion in written composition that can be addressed to a child is the description of



some chapter of his own experience. The topics treated in the formal school-lessons offer temptingly ready material; and there are some strong considerations to recommend them if the teacher can be relied on to keep in check the abuse to which they are liable. But, even when pupils act fairly by them, one must be prepared to find such subjects dressed out in a bookish and artificial garb. A well-graduated series of themes taken from the everyday life of the children—from their own chosen fields of observation and activity—supplies the best working basis for a teacher whose aim is to give his scholars the power of expressing themselves on paper with facility and naturalness.

Mr. J. P.  
Dalton

Judicious selection of matter is, thus, the initial and not the least important step in the teaching process; and I emphasise it here, for I often find that the themes are set in an unheeding, haphazard way, no thought having been given to outlining a progressive sequence of them in advance.

Selection  
of themes.

Before leaving this branch of my subject I should, perhaps, place on record that the paper work—drawings and manuscript exercises in English and Irish—sent by some of our schools last summer to the Franco-British Exhibition, attracted favourable notice. Specimens of the exhibits sent from a few of the best schools—the Newtownsmith Convent School was one—were preserved by the Board of Education “for the future reference of teachers and students”—to quote from the official communication received on the subject—“as the best examples of the methods and results of general education.”

Franco-  
British  
Exhibition.

The teaching of *cookery*, I am glad to say, has spread widely through the circuit during the past two years. Practical instruction in the subject is now given in 123 of our schools. I have inspected a considerable number of the cookery classes that were in operation during the past year, and as a rule I have found them well conducted. The teachers, it must be admitted, did not take to the subject all too kindly. Its technical character and the difficulty of fitting it into their crowded time-tables alarmed them at first; but the initial shock of timidity has been overcome; and the instruction, now working smoothly, is taking its rightful place by the side of the other branches of ordinary school education. I endeavour to apply two directive principles to the moulding of the teaching. I consider it important that the method employed shall be educative—that is, shall conduce to the systematic development of the children's faculties of observation and expression; and I regard it as essential that the training should aim at influencing beneficially the habits of the people in regard to the choice and preparation of foods. I have no reason to find fault with the manner in which the teachers as a body treat the subject. By means of well reasoned demonstration lessons, in which the facts are made to illustrate the operation of physical laws, the instruction can be raised to a distinctly educational level; while, by the methodical use of note-books, and by

Cookery.

Mr. J. P  
DALTON.

expanded descriptions of processes and results, the pupils gain facility in arranging material for written composition and in presenting their knowledge on paper.

I gladly extract from Mr. Mahon's report the following encouraging account of the progress of cookery instruction in his section of the circuit:—

"The girls take a keen interest in the lessons, and in almost every case bring materials freely for purposes of practice. I have found the senior standards considerably increased in numbers in some schools owing to the introduction of *Cookery*. This year, for the first time, the Connemara schools have taken up *Cookery*. Classes were held in Rosmuck, Gortmore, Camus, Carraroe, St. MacDara's, Salerna, Spiddal, and Furbough. The Organiser reports favourably on the work done in each of these schools. Of St. MacDara's Girls', she says the work done was excellent. 'This school shows what it is possible to do in a poor district in Connemara. The children are most anxious to supply materials, and take a very great interest in the work.' The syllabus is selected to suit the needs and the opportunities of the locality; and, whether from a practical or an educational standpoint, the subject seems to me the most valuable in the school curriculum."

Mr. Shannon also

"Found the attendance improved by the introduction of *Cookery*."

Irrational  
food  
systems.

It is, perhaps, premature as yet to expect that this new branch of school instruction should have commenced to impress itself on the general usages of the people. The need of reforming and of rationalising the systems of living that have established themselves within recent years in the homes of our rural population is universally recognised; and its present urgency constitutes a sufficient justification for giving domestic science a leading place in the work demanded of National schools. Of the many abuses that require correction, one in particular must be vigorously combated if the race is to be preserved from deterioration. The use of tea is now carried to such dangerous excess that it ranks before alcohol as an enemy of the public health. To aggravate the situation, it is in the very poorest parts of the country that the tea evil is most active and hurtful.

Abuse of  
tea.

Outside the slums of the cities and larger towns there are no people in the British Islands who have to endure a more miserable lot than the congested population of the Connaught seaboard; and yet the carts and vans of the itinerant tea vendors are to be seen every day going in and out among the most backward and inaccessible Connemara villages. It is only the cheap sorts of tea that reach these poor people; and, let the quality be good or bad, the tea is so prepared for use that the liquid, when drunk, has the properties of a slow poison. The tea-pot, stewing on the hearth all day long, is kept literally on tap; the members of the family, young as well as old, resorting to it *à discretion*. I have spoken on the subject to many persons who have ample opportunities of judging—clergymen and members of the medical profession—and they proclaim with one voice that most serious consequences

are to be apprehended from this new and pernicious custom. The opinion of enlightened observers is that by the immoderate use of tea the working classes are dragging themselves into a lower level of vitality, and adding to the sum of physical and mental disease.

Mr. J. P.  
DALTON.

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Other injudicious practices also need elimination from the diet system of the people, but the tea habit is the first that calls for restraint. It happens that, in Connemara, the people have very little choice in the matter of drinks. Milk is scarce at the best of times, and for more than half the year the milk supply disappears altogether. People will not make water their habitual beverage; and the first desideratum, therefore, is to find some good substitute for tea. The example of other countries would suggest the possibility of making vegetable soups a staple article of diet, and I cannot think of any more promising direction in which to look for a corrective of the injurious tea habit that has come so much into prominence during the past few years. I have nothing to say against tea when used in moderation, and properly prepared; though I feel assured that the national well-being would be promoted by excluding the commodity altogether from the dietary of school children.

A desider-  
atum.

The *cooking* classes of our schools would do beneficial work by spreading a knowledge of the right modes of making and serving tea, and of tastefully preparing the dishes that are commonly found on the tables of the people; but the class that could popularise a few nutritious vegetable soups among the housewives of its neighbourhood would do more than any other to promote the health and to merit the gratitude of the rising generation.

A need of  
the time.

If this simple reform could be effected the people, it may be hoped, would soon turn their attention to growing vegetables in much greater quantity and variety than they do now. Throughout the eastern division of the county labourers' cottages are being built very extensively at the present time. The farm labourers are now everywhere well housed; and, as every cottage has a plot of half an acre or more attached to it, no labourer is dependent solely on his earnings for the support of his family. So far as I can observe, however, these plots are turned to very indifferent account. The vegetables grown on them are, as a rule, limited to cabbages and potatoes. The same may be said of the horticultural surroundings of the farmsteads newly set up by the Estates Commissioners and the Congested Districts Board. The possibilities of rotation systems and of winter cropping seem to be known to nobody, and are nowhere availed of. This, of course, is not as it should be.

Garden  
plots.

A comprehensive and elastic course of nature study has recently been given a place on our school programme; and, by the help of little garden plots, there seems to be no real difficulty in so working it as to give the older scholars some skill and taste

Rural life.

Mr. J. P.  
Dillon.

in the culture of vegetables and flowers. A little training of this kind could not fail, after a while, to reflect itself through the country at large in more ornamental homes, in neater and more productive garden enclosures, in a rural life elevated and refined to higher standards of beauty, comfort and happiness. To extirpate unhealthfulness and ugliness, and to replace them by the lovely and the wholesome—what nobler aim could a public system of education have?

Nature  
study.

Though *nature study* has not as yet formed any close alliance with *cookery*, it has commenced to appeal to the teachers with a force which it never displayed before. We are getting away from the old, barren form of object lesson which—while tolerating as a promise of something better—everybody decried, and on to the living world of nature itself with its boundless wealth of forms and types and changes and processes. If children are to become observers of nature and its ways they must begin by collecting for themselves some definite varieties of natural objects. As their collections grow they will find themselves unconsciously comparing, arranging and classifying. They will learn from these operations how to use their eyes—what to look for, and where to look for it; and with increasing observational power they will lay the foundation of scientific habits of thought. I am pleased to find that a good many teachers of the circuit are now approaching the subject at this side, and choosing the path that leads most directly and pleasantly to educational advance. Mr. Mahon reports:—

“In one other department of school work, I have to chronicle a distinct advance. The Commissioners’ suggestions as to a course of *nature study* have been taken up in this circuit with pleasure, and have put the whole subject of object lesson teaching on a new basis. The day is past now when a teacher will spend half an hour extracting from the pupils the information that chalk is white, and that it is used for writing on the blackboard. In nearly every school, some plants or living things are kept under observation, and, though the results may not be all that one could desire, the idea has taken root and the method of developing it will evolve by trial.”

Commenda-  
tion.

Though I have not had an opportunity of seeing the work referred to in the following extract, I have no doubt Mr. Mahon’s commendation of it is fully deserved:—

“In this connection, I think a special tribute is due to Mr. Sheehan, of Moycullen Boys’ School, who has been a pioneer in this branch of study in Galway, and whose success in the matter of butterflies and moths is really remarkable. Another school in which I was greatly impressed with the teachers’ methods and work is Mount Bellew Boys’, in which plant life and the growth of trees have received special attention from Mr. Hans, the assistant teacher.”

Observation  
Words.

I recommend teachers to choose, each for himself, some well-marked branch of plant or animal life, and to turn his scholars in among the marvels that are there to be found, encouraging them to bring specimens for examination and to write descriptions of what they have seen. In this connection I have noticed, with much satisfaction, that the practice of keeping *Observation*

Registers is now becoming general in the schools; the advanced scholars being selected in turn to write the descriptive notes of the things observed. The educational value of this kind of exercise may not be obvious to all; but it has one merit, at least, which everybody can soon verify for himself. Children take to it with the keenest relish; and this fact has been utilised to happy effect by some teachers for an indirect but important purpose. They have converted the lesson into an instrument for attracting truants to the schools, and for securing fuller morning attendances. A fixed hour before the opening of the regular school business is appointed for the handing up of specimens; and the young collectors, eager to have their finds accepted, flock in punctually to present them. It is no small gain to inoculate the school life of a boy or girl with the spirit of a budding naturalist; and how much does it not mean for a teacher to be rescued from the fate to which we are all so liable to succumb—a dearth of enthusiasms?

Mr. J. P.  
Dillon.  
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From what I have just said, it will be seen that the teachers here are doing something to keep themselves in touch with the current developments of educational practice. Speaking of them as a body, I think they are pushing well to the front in the interest they are exhibiting in their work, and in the endeavours they are using to qualify themselves for performing it. The personnel of the teaching staff in a given area now changes much more rapidly than it did in days gone by. In olden times the bond between a teacher and his school very often lasted for life, or for the full period of his active service. Nowadays the young, trained teachers move about frequently from school to school. Looking back over the three years I have been in charge of the Galway Circuit, I can count a much greater number of changes in the teaching staff than, from my previous experience, I could possibly have anticipated. Just as, in the conditions of modern life, racial differences are becoming obliterated, so, by the unifying influence of the training colleges and the freer movement of teachers from place to place, Circuit characteristics are, I think, much less marked than they used to be. Still, these considerations notwithstanding, the teaching body of a district must always have a certain corporate life of its own; and that life must take something of its tone from the local surroundings, and more or less of its colour from the social atmosphere that envelops it.

Teachers.

A great many of the Galway teachers have to work under exceptionally difficult and depressing conditions. From homes darkened by chronic poverty the children turn out ill-nourished and ill-clad; they appear at school by irregular fits and starts; and their brief school years end before the teachers have prepared the soil for the growth of any productive educational crop. Chief among a schoolmaster's compensations is the pleasure of seeing his scholars rise, through his hands, to higher planes of thinking and doing; but this gratification is denied to the elementary teacher whose aims, constantly pressed down by adverse circum-

Pupils.

Mr. J. P.  
Dwyer.

stances, seek in vain for an outlet of upward ascent. A National school teacher looks to his 6th and 7th standards for the fruition of his work; but over large portions of this circuit the 4th standard is practically the terminus of the children's school career.

Compulsion.

The so-called "Compulsory Act" is now nominally in operation in half the unions of the County Galway; but its introduction, so far as I can see, has produced no material change in the attendance statistics of the schools. Teachers cry out everywhere for the enforcement of the measure. But whether compulsion by Act of Parliament can be made really effective as an instrument of school attendance in rural districts, still remains to be proved.

Amount of  
progress.

Thus counteracted and thwarted, the best of our teachers are apt at times to lose heart. Still, though many become despondent, and some perhaps a little callous, the main body struggle bravely on; and, when a new call is made to move forward to a more advanced educational position, it usually receives from them a ready compliance. Under the lead of the Inspectors, the teachers here, during the past three years, have in most cases reorganised their schools on the approved lines; they have introduced many improved methods of school-keeping; and they have developed fresh and quickened interests in all the ways and means that conduce to professional efficiency. I cannot go the length of saying that regular preparation for work is made in every school of the circuit, that schemes of instruction are duly pre-arranged, that the syllabus is always blocked out in advance, and that the Progress Record is everywhere kept posted up to date; but I am able to testify that it is becoming unusual now to find a school in which these requirements are not fulfilled, at least to a reasonable extent.

Galway  
Bilingual  
Society.

And, what is better than the most highly-perfected of mechanical arrangements, the teachers are putting new thought into their work. A strong impetus in this direction has been given by the teachers of the bilingual schools, who have formed themselves into a society for the study and discussion of educational methods in their application primarily, but not exclusively, to the forms of teaching demanded under their own special programmes. I have attended some of the meetings of this body, and I have been much gratified by the evidences of a growing spirit of enlightenment, of mutual helpfulness, of practical insight and earnestness, that are manifested in the deliberations of the members. The influence of the Galway Association—the first purely educational organisation which, in my experience, has been established by primary teachers—is already making itself felt in the schools; and not in the bilingual schools only; for, if I mistake not, it is propagating itself out and stimulating the general teaching aims and practice of the circuit at large.

The bilingual schools, which numbered twenty-one when I last reported, have since grown to forty-three; and it is likely that a few more schools will be added to the list during the coming year. If we had a sufficient supply of teachers able and willing to undertake the work, the number of bilingual schools could be further substantially increased; but, as matters now stand, no large increment is to be expected in the near future. In many cases teachers who are not qualified for bilingual teaching are in charge of schools in Irish-speaking localities; and in some cases teachers possessing the necessary qualifications, but lacking resolution and initiative, hesitate to adopt the bilingual programme and continue to work on the old lines year after year. Owing to the pressure of other duties, I have not been able to see as much as I should wish of the bilingual schools during the past year, and I do not propose, therefore, to deal with them on the present occasion as fully as they deserve. The little space I have now in reserve would not suffice for an adequate treatment of this important topic; and I may omit partial and passing references to it, with the less compunction since I have learned that Mr. D. Mangan is to report on the whole subject of Irish and bilingual teaching as now operative in the country.

Mr. J. P.

Dutton.

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Bilingual  
Schools.

Where Irish is not taught as part of the bilingual programme, it is taught almost universally as an extra branch; and the Board's Organisers who were charged with examining on the subject for the past two years have, on the whole, reported favourably of the proficiency. In addition to Irish, Mathematics has been taught in a limited number of schools, but it has not proved a profitable subject of instruction for the teachers. The older and more advanced pupils generally cease to attend before the close of the session; and in many cases where the course has been worked through, the Inspector finds only a remnant of half-prepared pupils before him when he goes round to apply his tests for the purpose of estimating fees. If the school year ended in March instead of in June, as at present, the loss in this way to the teachers on the results of their year's labour would be considerably lessened.

Extra  
branches.

The Inspectors report favourably on the training of our staff of monitors, and testify that the regulations regarding criticism of lessons and the extra instruction of the monitors are faithfully carried out. During the past six months, I have examined in the practice of teaching, several of the monitors who were passing through their final year; and, though I have not been able as a rule to assign high marks, I have found them better able to handle their classes and to conduct lessons than the monitors of some ten, or even five, years ago.

Monitors.

The number of evening schools which opened here during the past session was thirty. The average attendances at these schools varied very considerably. In some cases it fell under 20 per

Evening  
Schools.

Mr. J. P.  
DALTON.

cent., and in none did it exceed 60 per cent. The progress of the evening schools is, therefore, retarded by unsatisfactory attendance to a greater extent than that of the day schools. It is creditable to the teachers that, while the work had to be conducted under such adverse circumstances, the Inspectors, nevertheless, found the proficiency good in the majority of the schools

I am,

Gentlemen,

Your obedient Servant,

J. P. DALTON.

The Secretaries,

&c., &c.

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# GENERAL REPORT ON THE NORTH DUBLIN CIRCUIT.

Mr. J.  
MURPHY.

DUBLIN,

31st July, 1909.

GENTLEMEN,

In accordance with your instructions, I beg to submit a General Report on the schools of the North Dublin Circuit for the year ended the 30th June, 1909.

My opportunities of inspecting the schools have, owing to special and unavoidable circumstances, been too limited during the past year to justify me in expressing a definite opinion as to many of the matters necessarily dealt with in this Report. I was appointed to take charge of the circuit in September last, but was practically unable to do so till the month of November; and the months of May and June were taken up by the Examinations in Singing and Instrumental Music at the Training Colleges; so that I have scarcely six months' experience of the circuit.

My colleagues, Dr. Bateman and Mr. Tibbs, however, who possess an intimate knowledge of the schools in their respective sections, have furnished me with full reports, and it is from these, rather than from my own observation, that the present report is mainly compiled. My own remarks as to organization and teaching methods are intended to indicate some of the salient features observed in the course of a limited inspection, rather than to represent a just estimate of the general character of the work done throughout the circuit.

No change in the area of inspection has taken place since Mr. Headen furnished his report for the year 1906-7, and the condition of the schoolhouses as to sufficiency and suitability of accommodation is substantially the same as it was two years ago. Where new houses or additional class-rooms are needed, the Managers are not, I understand, to blame in many cases, as they are only waiting for building grants. It is satisfactory to note that the much needed new schools in Lower Rutland Street are at last upon the stocks.

School  
accommo-  
dation.

Mr. Tibbs reports as follows:—

"The space accommodation is in most cases adequate. Overcrowding exists at Ballivor B. & G., Longwood B. & G., Glensidan, Collinstown B. & G., in all of which cases the Managers have applied for grants to enable them to remedy the evil; at Curraha, where, however, the portion of the school at present used as a dwelling by the teacher will soon be available as a class room, as the Manager is building a teacher's residence; at Blanchardstown, which is to be enlarged this summer; also at Rathwire B. & G. and St. Mary's B., Raharney, in the Killeunan parish, Leixlip Boys, and Castlepollard G. & Inf. Two handsome schools, built on the most modern lines, have just been completed at Dunboyne by the Rev. B.

Mr. J.  
MURPHY.

Brady, P.P., to replace the unsuitable structure hitherto in use; and the Manager of St. Patrick's school, Trim, Rev. E. Goff, M.A., has transferred his pupils to excellent premises recently acquired by purchase and well equipped and ventilated. A new school is to be built this year at Glencree to replace the old building used now for Clonard B. & G. A school under Church of Ireland management has been recognised at Ballivor and is officially known as Ballivor (2). There is no multiplication of unnecessary schools. Amalgamation has taken place in the case of Balbriggan B. & G., Inft., Corakstown B. & G., and Milltown Pass B. & G., and may, owing to low attendance, not improbably become necessary very soon in the cases of Dunsany B. & G., Naul B. & G., Killallon B. & G., and St. James's B. & G. (Athboy). The attendance at Beotivie, under Church of Ireland management, has fallen so low that this school will probably disappear.

"The school premises are in most cases in good order although not modern. The managers as a rule do what they can to keep the school-houses painted and in good repair; as most of the schools are non-vested, this has to be done out of local funds. Poor accommodation at present exists at Tris Convent, Corakstown (near Kinnegad), Kildalkey, Carpenterstown (near Fore), Mulhaddart, and Rathdrinagh (near Slane); and at Robinson the room used as a classroom is much too small for the purpose. There, however, are cases of exceptional difficulty, with which the Managers have not yet been able to grapple; while on the other hand cases in which schools have been considerably improved are numerous. Of these I should single out for special mention the two schools at Kilmessan which have been practically rebuilt and provided with a complete set of dual desks. Some of the other schools have been supplied with new desks; but in too many cases the desks are old fashioned and too high for the children, with ill effects both on the child's health and on his penmanship. The map supply is generally sufficient, and now maps are provided without much difficulty. Most schools are decorated with pictures, manufacturers' specimens, and other evidences of taste, and an increasing effort is being made, especially by the women teachers, to promote neatness and good taste by this means. There are few schools where flowers are not grown either in pots, window boxes, or beds; and the children are taught to bring bunches of flowers for the decoration of the rooms.

"The teachers are paying increased attention to cleanliness both of the pupils and of the schools, but it is to be regretted that in most cases the floors are not sufficiently often washed or treated with disinfectants.

"There is an improvement in the keeping of the playgrounds and, I think, of the offices. Wire baskets or wooden boxes are now often provided, and the children are taught to deposit their luncheon papers in these, instead of throwing them about. Another improvement is taking place which should considerably benefit the health of the children—slates are being replaced by paper in all standards, and in most schools of this section have altogether disappeared. For this reform great credit is due to the teachers."

And Dr. Bateman, whose section includes most of the North City Schools, reports as follows:—

"Many of the buildings are out-of-date, and work in an out-of-date building is always hampered. About thirty of the present schoolhouses are quite unsatisfactory, either from serious structural defects or from inadequate accommodation. In most, if not all, cases this is quite admissible; and either steps have been taken, or are promised to be taken, by the local parties to build new schools. Suitable buildings must be provided in several localities before it will be expedient for the local School Attendance Committees to resort to stricter measures of compulsion.

"As children are largely influenced by their surroundings, I am glad to note that an increasing number of the schoolrooms are kept bright and cheery. Flowers are more often seen both inside and outside, and in a few instances the featureless buildings are being entwined by creepers."

There is no doubt that much is being done to give schoolrooms and playgrounds an attractive appearance, and this is especially observable in the country schools in the hands of mistresses. I often note with pleasure the habits of cleanliness and order, and the good taste acquired in the Training Colleges, showing in a marked degree in the aspect of the schoolroom, and doing their quiet work for the culture of the children. But, as Mr. Tibbs remarks:—

Mr. J.  
Memor.  
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"Teachers of boys' schools are far behind those of girls' schools in this matter; they do not appear to notice these things so much."

As far as I have had an opportunity of judging, the teachers of the North Dublin Circuit are earnest and capable workers, sincerely desirous of improving themselves in their profession and of educating their pupils to the best of their ability. So strenuously, indeed, do they labour (I am speaking of them as a body), that there is often considerable difficulty in persuading them that they are doing too much. How to save time, and how to reduce the strain involved in rushing through a seemingly overcrowded programme, are problems which I find the majority of teachers need plentiful help in solving. So much valuable time is wasted, where so little time can be spared: branches are taken in strictest isolation, that nod to one another, so to speak, in mutual friendship if not in actual relationship: a mass of detail is built up from month to month, of which little remains at the end of the year for want of foundation and suitable structural arrangement: so much is done by the pupil that means so little when estimated according to its educational value or practical usefulness. These are defects that show themselves, one or another, more or less, in most schools.

Teachers.

I am glad to report that increased attention is given to preparation of work, and it is not an unusual experience to find heads of lessons intelligently made out from week to week. In some cases even more is done: full notes in extended form are written, including a complete description of the manner in which the lesson will be given. This is a mistake: such notes are seldom needed, even by the most inexperienced teacher; while, on the other hand, they tend to cramp the free development of the lesson. A great deal of misapprehension has existed for some time past, both as to the usefulness and necessity of written preparation, and as to the extent and character required. The task may be a laborious one—it is, I am sure, to those who do not properly understand its nature—but it forms such an essential and important part of a teacher's duty, especially under a system of inspection, that the school work is bound to suffer seriously if its regular performance is not secured. And in this matter I have found the teachers as a body not slow to act, but slow to understand; so slow, that it would be advisable, in my opinion, to issue an official circular of instructions and suggestions.

Preparation  
of work.

Until lately, a Weekly Syllabus, in a form issued by one of our leading Educational Publishers, appears to have been

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practically the only preparation made in a large number of schools. The entries made in this book were usually of the following character:—

*Arithmetic*.—Subtraction to three places; Multiplication Tables, two and three times. *Grammar*.—Parsing from Reading Lessons; Extension of Predicate. *Geography*.—Counties of Leinster; Countries and Chief Towns of Europe. *Drawing*.—Easy Curves. *Singing*.—Song and Modulation Exercises.

The worthlessness of these entries, either as evidence of prepared lessons or of the methods of teaching applied, is obvious. But I am glad to find that this Weekly Syllabus Book has been largely superseded by weekly notes in the form of heads of lessons, sketches, and so forth; so that it is now possible to see whether a teacher is intelligently planning out, not merely the isolated lesson, but the entire series of progressive lessons; and whether opportunities for corroboration have been properly considered and taken advantage of.

Methods of  
teaching.

The class-lesson one hears given now-a-days in the average school is very much better than what one was accustomed to some years ago. It is in better form and freer in treatment, and the heuristic method is often employed with more or less skill. The character of the school work, from the standpoint of the teacher's lesson, has undoubtedly gained much in intelligence, and it is to be regretted that so many well-considered lessons are rendered ineffective by failure to appreciate the part the pupil should play in the lesson. Under the Results System the teacher got his pupil to learn off so much per day, and he made sure, as far as possible, that on the examination day the pupil had plenty of ammunition in stock to fire off at the examiner. The child was, at any rate, provided at the critical moment, if moment only, with what it was intended to equip him. But when a teacher goes to the trouble of preparing an intelligent lesson, and delivers his lesson without the necessary supplementary exercises, written summaries, and even rote work, according to the nature of the lesson, he is merely firing into the air and throwing his ammunition away.

When such subjects as *history*, *geography*, *health and habits* are taught in a series of lessons, and text-books are dispensed with, each lesson should be carefully summarised by the pupils under the teacher's blackboard heads, and revision should be frequent. These summaries are now often to be found among the written exercises of the senior standards; but they are made out rather in the form of occasional composition exercises than as a regular and essential supplement to the class-lesson. They are perhaps, the most suitable form of composition exercise for the ordinary National school pupil, and furnish him in addition with a useful series of notes for reference and revision.

Much of the teaching appears to me to be unnecessarily formal; lessons are cast in so elaborate a mould that the class is awed into an uncomprehending acquiescence. This is particularly observable in the case of *arithmetic*, and of *grammar* when not

taken in connection with the composition exercise, but treated as a technical subject. For example, it is not unusual to find three months spent in taking pupils through the analysis of such a sentence as—"The little girl bought a new copy-book yesterday;" one month being devoted to the Enlargement of the Subject, another month to the Enlargement of the Object, and a third to the Predicate Extension. In the same way rules of arithmetic are uselessly multiplied.

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Concrete arithmetic is receiving more attention than formerly, although not always intelligently treated. Arithmetic books are usually in the hands of the children, many of which are good, and nearly all suitable enough if judiciously used. There is one series called, I think, Script Arithmetic, which gives the problem in narrative form, and the figures in bold script. This lends itself to purely mechanical work in the junior standards, as the sets of exercises are plainly headed Subtraction, Multiplication, etc.; so that the pupil has simply to pick out the numbers, like currants out of a cake, and work his sum. There is still much room for improvement in the character of the instruction given in this important branch. The teacher too often confines himself to a mere statement of rule, and spends far too little time with his class. Most of the time marked down for arithmetic appears to be given to the mere mechanical work of the pupils, either sitting in the desks or standing round the blackboard; the only difference in the latter case being that the teacher puts the sums down on the blackboard one by one, and occasionally works one himself. This is not intelligent teaching, and it robs one of the most important branches of the school programme of most of its educational value.

Arithmetic.

Most of the reading I have heard in the City schools is good, and it is particularly good in the Couvent schools. The most common faults noticeable are a too highly-pitched voice and an unvarying drop of the voice by way of intonation. Monotonous reading is still frequently heard in country schools. The matter read is of a very varied description, and it is satisfactory to note that a tangible knowledge and some understanding of history is being acquired in most schools. In many ways the time now given to reading is more advantageously employed than formerly, and the subject made more interesting for the pupil. But it is my opinion that Readers are changed too often without sufficient reason, and selections made without due consideration. The market is flooded with Readers of every description, all attractive and interesting in their way. There are certainly a sufficient number of them to make a good selection from; but unfortunately the teachers are not provided with an up-to-date official list of books sanctioned for use by the Board, and they are sometimes content to take the bookseller's word that publications are approved by the Commissioners. One very objectionable feature is common to many of the Readers recently published, and that is the introduction of a series of exercises, including questions

Reading.

Readers.

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on subject matter, oral and written composition, and indeed most of the programme work of the standard. In one book of a series in pretty general use for some time I have noted exercises in *oral composition, word games, drill, drawing, and singing*. It would be hard, I think, to devise a more effective way of destroying a teacher's initiative, and of rendering his teaching worthless; and it is to be hoped that the Commissioners will invariably refuse to approve of any series of Readers in which exercises of this kind have been inserted.

As a rule, a satisfactory proficiency in *spelling* is acquired in the different standards. Owing to the large amount of varied reading and written work now done, progress is much more rapid than it used to be, and the proficiency more permanent. What may be called Letter-writers' Spelling is, I should say, much better in the National school than in the average Secondary school. But there might be more definite *teaching* of spelling in the junior standards. Word-building is confined to the infant room, but there are many suitable exercises of this kind, or of a kindred nature, which could usefully be given in the lower standards. Nor is this subject treated in proper correlation with first exercises in written composition.

Composition

Composition is receiving a good deal of attention, and a respectable proficiency is reached in the higher standards. But I do not, as a rule, find much thought given to *systematic instruction* in this branch, beyond the division of subject-matter into sections under blackboard heads. The preliminary oral development of the subject, the suggestive questions of the teacher, the subsequent statement made by one pupil, corrected by another, and again improved by a third; the reference to alternative ways of stating the same thing; the caution against grammatical errors or awkward construction dealt with in *grammar* lessons recently given, and so forth. I find very little thought given to this important side of the teaching of composition. And *grammar*, instead of being treated as a practical subject in close connection with composition, is taught in a series of lessons on *parsing* and *analysis*. I am glad to find, however, that something is now being done to give the elementary lessons in this subject a more practical turn, and to supplement them by suitable exercises that may be considered as *grammar* and composition combined. Oral composition is now usually entered on the time table, at any rate in the City schools, as regularly taught in the lower standards; and if little skill is shown in its treatment, it is at any rate a very highly correlated subject, for all it means to the majority of teachers is "answering in a full sentence," no matter what lesson is being given. A conversational lesson—whether it be an object lesson, a picture lesson, or a *health and habits* lesson—affords suitable and sufficient material for oral composition exercises, but I observe little method in the treatment. Occasionally one sees a week's work laid out on the following lines:—"Putting bird, fish, rat, etc., into sentences," or "Filling up the blanks in 'Mary has a — in her —.'" The

little — caught a big —.' " What is supposed to be the value of such absurdities I have never discovered, but it is very evident that no thought is wasted on their invention.

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The teaching of *geography* is steadily improving in its character, and it is not unusual to find the subject-matter of the class-lesson summarised by the pupils and illustrated by sketch maps. Time is sometimes wasted in drawing maps with needless accuracy of outline and overcrowding of detail. The blackboard is frequently requisitioned, and text-books dispensed with, at any rate in the third and fourth standards. I should like to see more time given to geography object lessons and to the first lessons on the map; these are not, as a rule, treated in a sufficiently simple and conversational manner. Bad teaching is still to be met with in some of the best schools in the circuit. The physical features of the map, instead of being made the subject matter of a lesson on broad intelligent lines, are *learned off* in an unmeaning lists of capes, inlets of the sea, and so forth: indeed these capes and inlets appear to have such a weird fascination for both teacher and pupil, that one is tempted to suspect hereditary horror of shipwreck, or an innocent delusion that life is one long, unbroken fjord trip. In one of the largest schools in the circuit I found a few months ago the capes of the Black Sea and Caspian Sea marked down for a week's work in fifth standard! The street corners of Timbuctoo would afford more suggestive material for an intelligent lesson.

Geography.

*Drawing* is suffering at present from a change in the programme and the hurried efforts of teachers to substitute one method for another. "More haste, less speed" is applicable here: if change is made too abruptly, currents clash, and there is an ugly hack-wash. In the city schools I have repeatedly found page after page of unvarying Curve Drill to be the only exercise done in the first and second standards for weeks. The unconscious protest of the weary child was, of course, discernible on every page in the gradual degeneration of the fair attempt at a curve into hurriedly scrawled lines of the crooked pin or wriggling worm pattern. And some teachers appear to be under the delusion that a new system of drawing instruction has been invented—the block-letter system—and turn all their attention to the transmutation of letters, using the alphabet as material for a series of dissolving views. It would be much better if they would try to appreciate what is of value in the methods suggested for their guidance, and work out matters of detail for themselves.

Drawing.

It is an inevitable drawback to the issue of elaborate notes for the guidance of teachers, that much of what is intended to illustrate the general principles that should underlie method, or to suggest suitable or alternative ways of carrying out these principles, is taken as the character, quality, and quantity officially demanded. This is more particularly observable in the case of *special branches* in which suggested syllabuses have

"Notes for  
Teachers."

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been issued; and I often find teachers in their efforts to carry these out in full detail, and also to carry out the directions of organisers as to preparation of notes and records, suffering from a sort of indigestion nightmare.

Singing

I have nothing but praise for the *singing* in our City schools. A high proficiency has been attained, and soft, sweet, and refined singing is to be heard in the most unlikely quarters. It is to be hoped that it will be found possible to continue the public examinations for the Corporation Prizes, which have for some years past afforded so healthy a stimulus to primary school singing.

Elementary  
Science.

I don't think much real headway is being made in *elementary science*, except, perhaps, in some of the larger City schools. *Hygiene* and *domestic economy* are receiving a good deal of attention, and add a healthy and useful feature to the school work; but they are generally taken as information-lessons without suitable and suggestive experiment. Even so, they are of practical utility and very popular with the pupils. *Nature study* is making its way slowly into the country schools.

Irish.

*Irish* is taught in a considerable number of schools in the circuit, but, as far as my experience goes, with indifferent success. The causes of failure appear to be (1) a slipshod application of the Direct Method, (2) a want of systematic preparation of conversational lessons on some definite plan, (3) the excessive use of picture charts for conversational exercises to the exclusion of suitable material contained in the Readers, and (4) insufficient use of the blackboard. In an entirely English-speaking district the Direct Method can produce its best results only when combined with the Translation Method and supplemented by suitable written exercises. But my experience is that conversational work is usually dissociated from the study of the text-book, which is as often as not read in parrot-fashion, without being translated or understood, the conversation exercises being limited to the simplest form of question and answer on *isolated words* from the sentences read, or on the Picture Chart. Indeed the Direct Method as applied in many schools is, perhaps, the most indirect method that could possibly be conceived. By way of teaching his pupils to speak Irish, the teacher proceeds to do all the talking himself, and is satisfied if at the end of his periods he gets a muttered assent or dissent from his class according to their interpretation of gesture and facial expression. Much better results would be secured if a beginning were made in first and second standards. In the hands of a capable teacher most of the conversational work now done in the third standard would afford little more than a pleasant recreation to the youngest pupils. Very little composition is done, and written exercises do not receive regular attention.

Proficiency.

I am in entire agreement with my colleagues as regards the general character of the teaching and the proficiency attained by the pupils in this circuit.



I give a few extracts from their reports:—

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Dr. Bateman writes:—

"It is unquestionable that the pupils have become smarter and more intelligent under the present system. It is based on true educational principles, it is flexible, it adapts itself easily to extension, it discourages pressure and cram, it lends itself to steady gradual advance, and inculcates the formation of good habits as the most important function of a primary school.

"Most of the teachers perform their duties during school hours in a calm, earnest, and kindly spirit, and display an intelligent interest in their work, which is done with patience, persistence, energy, and well-intentioned effort; indeed the faithfulness, tact, sympathy and cheeriness which are not unfrequently met with are very commendable. . . . But it is disappointing to have to state that evidence of preparation is sometimes meagre even in the case of young vigorous teachers. How can 'the ethical teaching which History has for us,' and in which lies its chief value in our primary schools, be adequately set forth without previous study? How can 'the ability to see what the author of a reading lesson saw, and to grasp the meaning of his mind' be acquired without preparation. 'Verbiage is often the fig-leaf which covers a want of preparedness,' and the pupils are bored instead of being attracted.

"In written English the composition exercises should be planned out on a graded scheme and on more practical lines, and there should be more variety in the themes in the senior standards.

"The amount of arithmetical work now done on paper tends to make the pupils accurate and methodical; while the increased prominence given to *mental arithmetic* secures an amount of alertness and readiness not possible ten years ago. Though this is so, yet this branch cannot as a rule be said to be effectively taught; it should receive more practical treatment. . . . More direct teaching from the blackboard day by day is necessary.

"*Geography* is a subject the teaching of which seems ill understood. All true teaching in *geography*—instruction which will lead to the knowledge not of names but of things—must begin not with the equator or ecliptic, but in the schoolroom. . . . Sufficient attention is not given to suitable introductory object-lessons in *geography*.

"*Elementary Science* is just living, but is not making much headway. More practical work ought to be done by the pupils.

"*Cookery* is a subject of great importance, and has been to a large extent taken up in this section."

Mr. Tibbs (Section B) writes:—

"The teachers as a rule are doing effective work, and deserve credit for the attention paid to the increased variety of matters which claim their attention. It is the exception to find a teacher who has not made some preparation for the week's work. Most of them now prepare a definite plan indicating the particular lessons set down for the week and the manner in which the lessons are being treated. . . . On the other hand they do not study sufficiently the methods recommended in the 'Notes for Teachers' and in modern text-books; and they lose in culture from the want of wider general reading.

"In my opinion the schools are making good progress generally. The teachers are beginning to appreciate the time saved by grouping different standards; and though the increased number of subjects which now have to be taught imposes a greater strain on their energies than in the days of the Results Programme, it has had the effect of making both them and the pupils more practical and intelligent, and of leading them to adopt more common-sense measures and methods of instruction. . . . Elocution and recitation do not receive enough attention; and the teachers

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are too much inclined to leave the *geography* to the text-books, without making it interesting to the children. . . . The methods used in arithmetic are too mechanical and lack intelligence. . . . Considerable progress has been made in *cooking*, which has been taught this year in 63 schools. . . . Ranges or stoves have been provided in many of the schools; and the equipment, considering the short time that has elapsed since this subject was introduced, may be considered adequate. . . . Good progress has also been made in *laundry work*, which is now taught in 11 schools; but comparatively few teachers have as yet had opportunities of attending Organizer's classes in this subject. . . . Little elementary science is done."

Infant  
Teaching.

With regard to the teaching of infants, Dr. Bateman writes as follows:—

"Though a considerable amount of careful infant school training is given, yet I rarely find an infant school in which the work can be said to be excellent. In all, or nearly all, an Environment Programme has been taken up, and it is generally worked with more or less success. . . . The crowded state of not a few of the main rooms, in which two, three, and sometimes four teachers must simultaneously work, renders what in more favourable places would be considered superfluously distinct education necessary: the consequence is that too many noisy oral lessons are in progress at the same time in the same room. But in addition there is sometimes excessive sub-division for class lessons of the infants; and as extremes meet, sometimes the reverse, there being far too many in the junior and middle divisions of infants, and proportionately quite a scanty number in the first standard. . . . It is significant how few of the older school teachers in infant schools have been trained, which accounts in some cases for the lack of several occupations suitable for the infant children. . . . As no subject is now taught in isolation in our infant schools, drawing is used as a means of illustrating the object lessons and stories, and indications of latent talent are noticeable in the simple sketches done in crayons on coloured paper. . . . The training of infants in large schools is becoming increasingly like that given in infant departments, and is in striking contrast to the poor teaching given to them in 'Results' days."

And Mr. Tibbs observes:—

"The training of infants has somewhat improved. . . . There is still, however, a tendency to give too much time to the three R.'s and not enough to action songs, drill, kindergarten and games. Few teachers use the blackboard effectively for teaching reading to infants."

My observation leads me to the same opinion as that of my colleagues. Infant teaching is better than it used to be, both in the infant school and in the ordinary school. There is better equipment for infant-training, and some attempt is being made to supplement and give life to the formal lesson by interesting occupations of educational value. I usually find an Environment Programme in operation in the larger infant schools, but a thorough and effective correlation of lessons and occupations is often looked for in vain. The tendency is to leave reading outside the environment scheme, and to teach it in the old-fashioned way. The blackboard reading lesson is seldom really thought out: more often than not it is merely a transcription from a Primer, through which the children are taken lesson by lesson, as in the days of the Results System. Intelligent teaching of *spelling* in connection with the reading lesson by suitable word-building occupations I rarely see. But the defects most

calling for remedy in the infant school are the excessive subdivision into drafts for class-work, and the atmosphere of noise, or, at any rate, of unsteadiness and inattention created by the number of oral lessons going on simultaneously. In the most important infant schools in the circuit these defects are very noticeable: the schoolrooms are, in my opinion, much overstaffed, and the monitors often appear to be only in the way. It is to be regretted, moreover, that so much of the responsible teaching of infants is put into the hands of monitors and of unqualified teachers.

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Mr. Tibbs has the following remarks on the character of the Attendance school attendance:—

"The attendance at 77 schools in the section shows an increase over the previous year's figures; while in the case of 96 schools there is a decrease. There is some prospect of an increase in the future owing to the distribution of land which is taking place in some localities, and to the number of new cottages which are being built. . . . Except for periodical epidemics of measles, influenza, and other sicknesses the children are strong and healthy. . . . Looking from the point of view of the health of the children, which must be attended to if the results of their education are to be of any use, it is a pity that no arrangement has yet been devised to provide some substantial food at the schools in the middle of the day—the children's natural dinner hour. . . . The need for such an arrangement is accentuated in schools where the teachers detain the children unduly after school hours in their eagerness to supplement their teaching by extra instruction. . . . The eyesight of the children is very good."

And Dr. Bateman writes:—

"Many of the pupils leave the schools almost at once after they reach the age of fourteen years, the limit of age fixed by the Act as non-binding. . . . Amidst the many suggestions to amend the Compulsory Education Act it might be well to add one which I have not yet seen brought forward; i.e., that School Committees should get summonses free of charge against non-compliers with the provisions of the Act."

Organization is receiving attention, and a gradual improvement is noticeable. Teachers have discovered the impossibility of working a complicated school programme, with its grouping of standards and its possibilities in the way of correlation, without careful attention to the proper setting up of the school machinery. Grouping is better understood and more thoroughly carried out in the smaller schools, and more intelligent consideration is given to the preparation of time tables and schemes of instruction. The most common faults are to be found in the arrangements for class work and in the distribution of the teacher's time. Classes are not well disposed, and are often taken in drafts round the room when desks are available. It is my almost invariable experience that when the pupils are divided between desks and draft circles, the teacher gives practically the whole of his attention to the children "on the floor," instead of distributing his time between the two divisions. Desk accommodation, however, is often insufficient, and this want is felt particularly in the lower standards, as it is impossible to provide suitable or continuous employment for young children

Organization.

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standing in drafts or sitting round the walls of the room. In the larger schools, where for want of classroom accommodation two or more standards have to work in the same room, much more might be done to isolate one class from another by suitable arrangement of desks and so forth. In many of the very large rooms to be found in the city schools, four divisions could be managed quite satisfactorily by a proper grouping and placing of desks. But I observe no attempt at such an arrangement: one usually sees long rows of desks practically in one group, although occupied by two or three separate classes, each under its own teacher; while round the room are ranged a series of classes, composed either of separate standards or of sub-divisions of standards. This is faulty organization of the worst description, as it renders one of the most essential conditions for effective teaching, viz., an atmosphere of quiet and concentrated attention, impossible to secure.

Convent  
Schools.

I would wish to make special reference to the organization obtaining in a number of the Dublin Convent schools, in view of the very important position these schools hold among the educational establishments of the city, and of the excellent work they have done for many years. These schools were built and equipped; one might say, regardless of expense; they are conducted by religious communities well known for their whole-hearted devotion to the poor; and it is because I know and fully appreciate how much excellent educational work is done within the walls of these schools in the broad sense of moral training and character-formation, that I feel bound to call attention to a feature in their present management which, in my opinion, stands in the way of progress, if it does not actually make for retrogression.

In most of these schools that I have had an opportunity of inspecting, the class-teaching, and sometimes the special instruction of monitors, falls almost entirely into the hands of lay-assistants, the large majority of whom are untrained. I usually find that the general scheme of work has been carefully prepared at the beginning of the year, presumably by the staff of Sisters in charge; but the preparation and the giving of the actual lesson falls to the lay-assistant, who for want of training cannot be considered as properly qualified for the work. The staff of recognised lay-assistants is, moreover, supplemented by a not inconsiderable number of young teachers who have no official qualifications of any kind. The existence of this class of assistant is much to be regretted, and no further appointment of the kind should, in my opinion, be sanctioned. I often find these teachers doing responsible work in the infant rooms, where the best teaching power is most needed. My inspection of Convent schools generally leaves me under the impression that they are overstaffed both with assistants and monitors; and, side by side with this overstaffing, an excessive sub-division of standards is observable. Whether motives of charity have called into requisition a number of extra teachers for whom work must be provided, or it has been thought good organization

to sub-divide as much as possible with a view to closer attention to the individual pupil and to more thorough supervision, the inevitable result is unskilful teaching in some of the classes, and a condition in the school rooms which I have already described. I have made plain my views on these matters to those responsible for the management, and the correctness of my views is pretty generally admitted. In all cases, however, the difficulty of remedying the existing state of affairs is put forward as practically insurmountable.

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Dr. Bateman writes:—

"The inability of not a few of the teachers to use the grouping system largely and intelligently is very noticeable. The classification of the ordinary city and suburban school is too low. Pupils are kept too long in the junior standards. As an extreme example, I may mention two pupils who had been at school for five years, and were only enrolled in first standard."

And Mr. Tibbs reports:—

"The standards are now generally grouped in most subjects on the lines suggested in the programme, but the teachers have been more reluctant to make the attempt in arithmetic than in any other branch. The time tables, which used to be drawn up for divisions or standards, now, like the Progress Records and Plans of Work, indicate the system of grouping; and an analysis of the time allotted weekly to each subject is also made out."

Now that the period of service of monitors is limited to three years, it is important that both teaching and training be as thorough as possible, if these young aspirants for the teaching profession are to derive adequate benefit from the time subsequently spent in the Training Colleges. In the rural schools the prescribed course is read carefully under the guidance of the teacher, and the general work of the monitors has improved very materially since the introduction of the *criticism lesson*. Little more can be done in this class of school than is at present being done; but in the case of town schools more thorough and more effective instruction could be secured by the formation of monitors' classes at suitable centres. Very little has been done so far in this direction, although it should be an easy matter to form groups of schools for the purpose. For instance, in the City of Dublin the Convent Schools conducted by the several religious communities would constitute natural groups in themselves; while ordinary schools situated in contiguous parishes or other workable areas could be associated by arrangement between managers and teachers. There are at present special classes at Marlborough Street for the pupil-teachers and monitors attached to the city Model schools, but they do not appear to have been established upon a sufficiently definite footing or to be working in accordance with a well-considered scheme. I should like to see these classes develop into a well-ordered and highly-efficient Pupil Teachers' Centre, staffed by specially qualified and suitably remunerated teachers, and organized as a model worthy of imitation throughout the city.

Monitors  
and Pupil  
Teachers.

Pupil  
Teachers'  
Centres.

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Mr. Tibbs reports:—

"There are no pupil teachers in this section, and the number of monitors has diminished and is now only twenty-four. The weekly criticism-lessons are producing good results in practical teaching; while the notes which have to be made out for this lesson are of material assistance to the monitors in showing them how to prepare for their ordinary daily work."

Extras

And as to the teaching of *extras*, he further reports:—

"*Mathematics* is taught in upwards of 30 schools, but in some of these the pupils are not prepared in the full course. *Irish* was taught last year in 11 schools: I have not yet received the list for this year. *French* is only taught in one or two schools."

Evening  
Schools.

There were very few evening schools in operation in the circuit during the past year.

Mr. Tibbs states:—

"The number of evening schools fell to 3 last session. These were Gortloney, Bellinafid, and Culmullen, all for male pupils. The two former were successfully taught, but the school at Culmullen had to be closed after forty-five nights, as the teacher's health was not satisfactory."

I am, Gentlemen,

Your obedient servant,

J. MURPHY,

*Senior Inspector.*

The Secretaries,  
National Education Office,  
Dublin.

## GENERAL REPORT.

TRALEE,

August, 1909.

GENTLEMEN,

In accordance with the directions contained in your letter of 2nd April I beg to submit to you, herewith, my General Report on this Circuit for the school year ended 30th June, 1909.

Since my last Report on this Circuit there has been no change in its area, which includes all the County Kerry, and small portions of the adjoining counties of Cork and Limerick. With very few exceptions none of the existing schools could be dispensed with, though there is a considerable number of cases in which the cause of education would be distinctly served by the amalgamation of double schools in which the average has dwindled to below 30. In a few cases such amalgamation has already been effected. Apart from the prospects of promotion thus secured to the principals, the amalgamation means easier work for the teachers, owing to the division of standards, and greater efficiency in their work, for small schools are rarely efficient owing to the lack of emulation among the pupils, and the strain on the teachers, involved by the necessity of instructing all standards. At the outset a very determined opposition was exhibited in regard to proposals for amalgamation, but I observe signs which show that such opposition is losing its force.

There are some localities which are not sufficiently well supplied with schools. In the valley of Glencar it is claimed that the existing Cirraghbeg schools are not conveniently situated for the majority of the pupils, and it is proposed to replace them by two mixed schools on new sites. In the Dingle promontory there is reason to believe that in the neighbourhood of Smerwick the school accommodation is insufficient, and that an additional school is required. In the wild mountainous district between Cork and Kerry it has been proved, as a result of exhaustive investigations, that the school accommodation in two cases was inadequate, as many children dwelling in the mountain valleys of this district had either excessively long distances to travel to school, or were unable to attend school at all. In these two cases—Knocknabro and Coolknocchill—grants have already been made for new schools. A new school, Kilmore, has been taken into connection on Valencia Island in the interests of the Protestant children, as there was no other school on the island in which the means of religious instruction were attainable by them. A school—St. Joseph's Infants—has been recognised in Waterville on account of the distance which small children had to travel from that village to the existing Spunkane schools, which serve that neighbourhood; but this recognition is only temporary, as it is intended to replace the Spunkane schools by schools more centrally situated.

Mr. L. S.  
DALY.School  
Accommo-  
dation.

Mr. L. S.  
DALY.

A number of the school buildings are quite unsuitable in structure and in the space accommodation they afford, and in a number of others the buildings are fairly decent, though insufficient space is afforded by the room or rooms. In the section in my immediate charge there are three such schools—Ballyroe and Blennerville Boys and Girls. For the former a grant has recently been made. Mr. Lehane, who has charge of the southern section of the circuit, reports:—

“There are still nine unsuitable buildings which should be replaced by new houses, and there are eight additional schools in which, though the buildings are in fair order, the accommodation is insufficient.”

and in regard to the northern section, of which he has charge, Mr. FitzGerald says:—

“The school accommodation in my section of the circuit still leaves much to be desired. There are sixteen unsuitable houses old, dilapidated and unsuitably furnished, and seventeen others in which there is, more or less, serious overcrowding. In all these schools two or more teachers are employed, and except in two cases there is only one school-room.”

The recent concession in the Rules, which affords exceptionally poor localities a grant in excess of two-thirds of the total estimated cost, has evoked a considerable number of applications for grants to build and enlarge. In some cases the full, and in others a largely increased, grant had already been made, and, thus, in the near future, there is a certainty that some of the worst cases of overcrowding or of unsatisfactory accommodation will disappear. In many of the remote parts of this county the poverty of the people is extreme, and in many the people are all of one social level—struggling farmers, whose industry furnishes them with only the bare means of livelihood for themselves and their families. In such districts there is no one of importance or wealth in the neighbourhood who could contribute local aid towards school building. As I have become better acquainted with conditions in this county I have been able to understand better why necessary work in school building and school improvement has been so long delayed. Managers of schools will largely avail themselves of the concessions referred to above, if it can be proved, as I think it can, that in many cases the circumstances of the people are really necessitous, and, as a result, it can be predicted that in a few years a marked improvement throughout the county in the character of the accommodation afforded will be manifest.

Except in the case of schools which are vested in the Commissioners there continues to be, as a rule, a neglect of minor repairs. The deterioration due to time and the weather accumulates year after year in too many of the schools, woodwork is infrequently painted, and glazing is often defective. So frequent are broken panes that it is impossible not to conclude that mischievous passers-by are chiefly responsible for this damage. It would be desirable that the windows of all schools should be wire-screened on the outside. Lack of funds is the explanation invariably given why the repairs, which school buildings, just



as all other buildings, constantly require, are not executed. It goes without saying that if these were executed the moment they become necessary the cost of up-keep would be comparatively trifling. It would seem to be very desirable that there should be some public fund for this purpose.

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With the exception of the unsatisfactory buildings above referred to, in which the equipment is inadequate, and the furniture bad and insufficient, the schools in these two points—furniture and equipment—are fairly well provided. The supplying of maps, and the replacing of these and other articles of equipment when outworn too frequently, however, falls as a tax on the teachers' resources.

In a great many cases the cleanliness and neatness of the schoolroom are very creditable. There are of course many exceptions to this, but I think it is being much more generally recognised that attention to these details brings official recognition. In the schools lying round Killarney a Ladies' Health Association, recently formed, arranges for their periodical cleaning and disinfecting. It is pleasant to note this inauguration of a much-needed, and, hitherto, practically non-existent public interest in the condition of the primary schools, and I hope that this movement will spread.

In one respect, however, even in most otherwise well-kept schools, there is one marked neglect in training in habits of order and tidiness. Children are permitted unreprieved to throw on the floor torn papers, scraps of bread, &c., &c., so that at the end of the day the floor is often littered with such débris. I have more frequently than I care for to call attention to this practice, and I cannot understand why the pupils are not trained to pick up such objects, and deposit them in some receptacle. The neglect of such training seems such a wasted chance of inculcating tidiness. Similarly, after play, the school yard is flecked with papers which enveloped the pupils' luncheons, and which are left for the wind to disperse. In some few cases receptacles for rubbish of this kind are now provided.

Mats and scrapers at the entrance door are only rarely found.

I notice an improvement as regards the personal cleanliness of the pupils. Lavatory arrangements, however, are usually of the most summary kind, and even when provided they are too often apparently not used at all.

As far as externals go the offices are usually kept with tolerable decency, but they are often badly constructed and unprovided with doors, so that in this humid climate they are drenched with rain. The deterioration referred to above in the case of the school buildings is even more fully, and more often, exhibited in the case of the offices. In only a few cases are there means for flushing the offices, in others it is difficult to get some deodoriser used—such as lime or peat-mould—though the use of these is often advocated.

The play grounds are often too small, and, in such cases the children play on the road, when they play at all. It is no uncommon thing to see the children huddled against a wall, or merely wandering in twos and threes along the road, during the

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whole play-time. Very few teachers indeed organise and direct games. Even the duty of supervision at play is frequently neglected.

Except that in a few schools dumb-bells and poles are provided, there cannot be said to be any appliances for physical culture. Mr. Lehane notes:—

“Football and dancing exercises are methodically taught in a few schools.”

The school plots, as a rule, are not well kept. Even where flowers and shrubs are cultivated in front, the rear is almost invariably weed-grown. In only comparatively few cases are flowers and shrubs cultivated. There are of course some schools in which considerable taste is exhibited in keeping the school plot, but these are the exception. In many cases I notice that the flower beds have been allowed to revert to weed-patches. In most schools some plants are grown in plots or window-boxes. The question of offering annual prizes in each circuit for the most tastefully kept schools and plots might be worth consideration.

Mr. Lehane reports:—

“A few of the school yards are nicely kept, but the great majority of them show little evidence of care or taste in their keeping. In some a few sickly flowers appear, but many are allowed to remain in their natural state. The flowers exhibited in the windows look somewhat healthier. About half-a-dozen schools are provided with garden plots, and the gardens attached to two of these are well-kept.”

Mr. FitzGerald's remarks on this point are:—

“The interiors of the schools are nicely kept. Some window gardening is attempted in most schools in which the window ledges admit of it, and there are a good many schools in which flower beds have been laid down in front. There is, however, a large number in which no attempt is made to relieve the cheerlessness of the school surroundings. The teachers are not altogether to blame for this. There is ample evidence of a want of local interest in the schools. Very few schools, indeed, present that attractive appearance which is associated with shrubs and creepers, and in far too many cases the grounds are not well-cared. The cutting of grass, the removal of weeds, and the trimming of paths are matters to which frequent attention should be given, yet they are much neglected.”

The proper heating of the schools here is a difficult problem. Over most of the country the only fuel is turf, which in this land of mist and weeping skies is too often badly saved. The supply is often furnished by the primitive method of each pupil bringing his contributory sod under his arm each morning. Often the stuff is so wet that it will not burn. On cold, wet winter days in the schools in the bog-lands, which are the majority, it is no infrequent incident at an inspection visit to see the great open fire-place heaped with sodden turf, guiltless of warmth, and from which a dull sluggish fume only emanates. Very many of the fire-places are unsuitable, and often in large schools there is only one such fire-place at one end. Most of such schools should, I think, be furnished with stoves, and a supply of coal should be provided, but these will not, indeed in too many cases cannot, be provided locally. On this heating question Mr. Lehane, writes:—

“The heating of the school rooms is not, in general, satisfactory,”

and Mr. FitzGerald says:—

"Fires are not lit until November, and they are discontinued early in April. Cold and wet days occur earlier and later, but no provision is made for such emergencies. The supply of turf is dependent on the daily attendance in those cases in which the pupils take the material for each day's fire under their arms, and it sometimes happens that when the fire is most needed the supply of fuel is inadequate."

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In some few schools small libraries have been provided but even where they are found they are not, as far as I can learn, much availed of by the pupils.

As a body the teachers of this circuit are punctual in attendance, hardworking and zealous. There are very many schools in which the teaching attains a high order of merit. All teachers, almost without exception, can produce a draft outline of prospective work, and the same can be said of the record of work actually done. In the best schools—and very many, I am glad to say, come under that designation—the prospectus of work shows considerable forethought and preparation. In too many cases, however, even still, it is of the sketchiest character, framed merely to satisfy what is regarded as an arbitrary imposition of supererogatory work, and affording little, if any, more information than can be gathered from the time table and the programme. Still there is a tendency generally to improvement in respect of such preparation, due I should say to the influence of the abler and more capable teachers with their colleagues, the former having proved by actual experience, and detailed to their *confrères*, how much their own work is lightened and rendered more efficient by constant preparation.

Teachers.

Several of the older teachers display a surprising amount of efficiency and initiative. There are some who have been the most successful in conducting their schools under the new methods, and there are cases in which the teachers retained for two or three years beyond the age for compulsory retirement invariably obtain the mark "Very Good" or "Excellent" for their work. In one case even a teacher so retained was awarded the Carlisle and Blake Premium. The junior assistant mistresses, generally speaking, deserve a word of praise. The majority prove fairly efficient teachers of the work they have to perform. In some of the convents pupils receive a regular training for this class of appointment.

Mr. Lehane says:—

"As a rule the teachers are devoted to their work and take an interest in it. Progress Records and Syllabuses of weekly work are generally kept. The preparation of the forecast of work necessitates some previous thought and preparation on the part of the teacher. The syllabus is usually definite enough in the case of the reading lessons. The information given with regard to the other subjects is, however, occasionally so vague as to be of little value. Such entries as 'Cards,' 'Analysis,' 'Revision,' 'Miscellaneous Exercises,' are not uncommon. When such entries occur they indicate that the teacher has not thought out the particular course of instruction to be imparted during the week."

Mr. FitzGerald says:—

"The teachers in general are most diligent and attentive to their duties. They show kindness towards, and consideration for, their pupils, and give

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them a sound moral training both by precept and example. Many are ambitious, and several are highly successful. The great majority of the schools in this section are marked 'Good,' 'Very Good,' or 'Excellent.' Where failure occurs it is due rather to want of skill than to want of zeal. They adopt suggestions up to a certain point, but I find them conservative in some respects. They appear to be timid about giving new methods a trial. I think, also, that their experience ought to have taught them more. . . . If all would lend a less willing ear to criticism directed against some of the most valuable of the suggestions embodied in the Commissioners' 'Notes for Teachers,' if they would take their courage in both hands and determine to give these suggestions at least a trial, I am confident that the results would prove satisfactory beyond the most sanguine expectations. There is ample evidence of preparation for work, but in some very material respects there is often evidence of want of forethought."

Attendance,

The attendance I think shows a slight upward tendency. School attendance committees have been generally formed, and in some localities, at least, an improvement in the attendance has resulted. Still the average attendance is far below what would be required for thorough efficiency. The attendance was affected injuriously this year by widespread outbreaks of an epidemic of measles. Of course the chief causes of the irregularity of attendance are the same here as throughout the country generally—poverty and the scarcity of hired labour. The indifference of the parents, too, is an important factor. Children are kept at home for the slightest reasons, and when the eldest child of a household for some valid reason is detained from school, the others also are too frequently allowed to absent themselves.

The ages of from about 5 to 14, generally speaking, represent the ages at which children come to or leave school. In a great many cases, however, large numbers of little children, who have barely reached the age of 3 years are found in the schools, their presence being usually attributable to the need for maintaining a certain average, or sometimes being due to the large number of dwellings in close proximity to the school. Where the teacher, as is too often the case, is not skilled in the management of such very young children, their presence is a positive hindrance to the school work, as they have nothing to interest them and are consequently noisy and restless.

After dealing with the general causes of irregular attendance, to which I have referred above, Mr. Lehané says:—

"In addition, the climatic and physical conditions of this county tend to cause irregularity of attendance. Owing to its mountainous character access to the schools from many of the glens is difficult. The population in these, too, is sparse, and the schools sometimes far apart. For instance, there is no school along the twenty miles of road between Killarnsy and Kenmare, nor along twelve miles of the road between Glencar and Dirreddarragh. The younger children in those secluded places can attend school only during the summer, and some may not be able to attend school at all. Moreover, the regularity of all pupils' attendance is affected by the intervention of swollen, unbridged mountain streams which from time to time cut off all communication with the neighbouring school."

Mr. FitzGerald says:—

"There are many facilities provided for the education of grown boys. There is St. Michael's College, in Listowel, which draws the pupils from thirteen years upwards from all the schools within a radius of ten miles.

The Jeffers Institute, in Tralee, and the Killarney Seminary, offer scholarships to studious boys, of whom there is no lack in Kerry. These influences deplete the senior standards, and account for the small numbers now met with in standard VI., and, as a consequence, for the scarcity of classes in Mathematics."

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The great majority of the pupils are the children of parents who are in struggling circumstances. They are poorly clad, the garments of the boys being often torn and ragged. The girls, however, are generally much neater in appearance. The children are, as a rule, fairly sturdy, notwithstanding that they are too often, I fear, imperfectly nourished.

As far as my colleagues and I have been able to observe, defects of eyesight are the exception.

Viewed generally the proficiency of schools in this circuit is good. The proportion of schools which obtain the mark indicating a higher grading is large, and but few schools are inefficiently conducted. The progress achieved in *English*, oral and written, is I think remarkable. Though really well modulated and expressive reading is perhaps rather rare, yet the reading, generally, is marked by intelligence. The pupils understand what they read, and can give in fairly accurate language an account of the matter gone over. This improved knowledge of the matter is greatly helped by the now growing practice among teachers of testing classes in reading passages previously unseen.

In very many of the *reading* lessons which I have heard given there are, however, two general faults of method. The teachers do not model at all sufficiently, and they interrupt the reading too frequently, and too soon, for explanation.

I have said above that expressive and well-modulated reading is not general, and this is distinctly attributable to the neglect of modelling. In fact many of the teachers are too easily satisfied. They may and do comment on the defects of successive pupils' reading after each has read the passage assigned to him, but this comment or criticism too frequently represents all the teaching. A great number of the teachers have not succeeded in realising that such mere examination is not the purpose for which oral reading lessons are required. It is but right, however, to note that Mr. FitzGerald in his Report states that he finds that:—

"Reading is being better taught. The pupils are not now encouraged to spell words through as an aid to pronunciation. Their attention is directed more to the component syllabus. They hear model passages, read much more frequently than heretofore, and an attempt is made to produce expressive reading."

In connection with the reading lessons there is another point which, though I cannot at all say that it is neglected, is certainly not used to the best advantage. This is the teaching of *analysis*. Pupils get elaborate exercises in *analysis*, both oral and, perhaps, even more often written exercises, but the sentences given are not, as they should be, taken from the reading lessons of the day. I may even say that *analysis* is taught as a separate, isolated subject. The key is fashioned, but it is allowed to rust, for it is never employed to unlock the door which it was intended to

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open. Analysis is not referred to at all at the reading lesson, with the result that a pupil who is perhaps able to analyse a difficult sentence correctly will, when reading aloud, fail entirely by intonation to link together the related parts of sentences, though time, trouble, and energy have been devoted to teaching him these relations. This is a defect which I am constantly endeavouring to correct at inspection visits, but, so far, though there has been some improvement, it has not reached my expectation.

An incident which occurred recently at my inspection of a very large school illustrates this point well. I was examining a reading class and finding that the readers were defective as regards proper grouping of phrases and intonation I sought to get them to apply their knowledge of analysis, but found that this was very imperfect, whereupon the teacher explained that he was not responsible for this, because *the grammar of this class was taught by another member of the school staff*. This is an exceptional case of course, but though in most cases reading and analysis are not taught by separate teachers, they are regarded and treated as separate subjects. The same thing is just as strongly marked in connection with written composition. A pupil who has one or more faulty sentences in his written work is told what is wrong, and the error is corrected for him. I have but rarely seen a pupil trained to read over and analyse his own sentences—yet, most pupils have a fair knowledge of analysis. That knowledge is of as little real use to the pupils as his hoarded gold is to a miser.

This is only one of many points in which I regret to find that a proper grasp of the inter-relation of subjects is wanting to very many—even the best teachers. Many of the complaints regarding the overloading of the programme are attributable to this. For instance, at *home lessons*—a special subject in most schools—pupils rattle through, disconnectedly, *arithmetical tables*, spellings of difficult words with verbal meanings, lists of geographical names, rules in *grammar* and *analysis* memorised and repeated without application. It does not occur to the teachers that the proper place and time for each of these, and above all for their utilisation, are the lessons in the subjects to which they respectively belong. Similarly mental arithmetic is taught in all schools. Generally it is examined out of a book, but it has usually no connection with, or bearing on, the pupils' mode of working set arithmetical exercises on blackboard or on paper. At history lessons one rarely sees a map referred to. A teacher will exert himself at the set lesson in object lessons to get his pupils to answer in complete sentences, and at the next lesson—say in *reading* or *arithmetic*—he may accept any kind of mumble which seems to indicate that the pupil understands the answer to the question proposed. At drill lessons pupils will march and countermarch, and get careful and elaborate training in the performing of complicated movements, simultaneously, at the word of command, and yet these same children will be allowed to rush in and out of school as a hustling mob, to sit anyhow in desks, to huddle anyhow on floor, and to exhibit inattention

unreproved even when receiving direct instruction. Even the upright bearing required and insisted on at drill disappears when drill is over. In all schools drawing is taught, and most teachers draw well, but one scarcely ever sees the blackboard used at reading lessons to illustrate the shape and form of objects referred to in those lessons. Ask the children, even in schools where drawing must be described as soundly taught, to attempt on the blackboard the outline of some simple object which has been read about, and usually their only response is a stare of amazement. Subjects, even closely related subjects, are thus kept as much apart as secular and religious instruction. Waste and frittering away of much of both teachers' and pupils efforts are the necessary result.

The proficiency in *written composition* has made a great advance. In many cases pupils express themselves surprisingly well, and this is invariably the case when written composition is taught through oral composition. Many of the teachers revise the school exercises most thoroughly. In fact, often they do too much for the pupils, writing corrections which the latter should be got to do for themselves. Too many of the teachers still, however, perform this duty of revision only very perfunctorily. I am inclined to think that many of the common errors in the composition exercises which discourage the teachers are due to the fact that written composition is not begun early enough. I have seen it begun in first standard in a few cases with great success. By written composition here I mean of course sentence-building—accustoming the child to put down on paper simple expressions, and teaching the proper form of commencing and ending a simple sentence. There is no reason why this should not be done everywhere, even in first standard. The children are trained in oral composition, and they are trained in penmanship. It is only required to combine the two, but, many teachers somehow seem to shrink from making an early commencement of written composition. It is no uncommon thing to learn, in schools where third and fourth standards form one group, that the pupils of third have not yet begun to do written composition, and I often have to remonstrate regarding the provisions of Time Tables which give two days to transcription, two to dictation, and but one to composition.

Though progress has been made in *arithmetic* I am rather disappointed that this is not more emphasised. The teaching proceeds on too rigid lines. Pupils are furnished with a general method of working typical examples, and all the work proceeds by that general method. There is no cultivation of originality and inventiveness. As I have hinted above, the training which pupils get in *mental arithmetic* is absolutely unutilised in the paper and blackboard work. It would be easy to multiply examples. For lack of space I select but a very few simple ones to illustrate my meaning. A class at mental work will rattle through the subdivision of £1, but if asked to find on the blackboard the price of 8 cows at £13 2s. 6d. each, every step in the process will be gone through with exaggerated detail. If the price of a certain number of articles at £3 17s. 6d. each is

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required, the price if found at £3, at 10s., at 5s. and at 2s. 6d. All are added, and both teacher and pupils are satisfied. The fetish of the general method has to be propitiated. I rarely hear suggestions of shorter or alternative methods. An exercise in addition of money is proposed, in which, perhaps, there are six lines with a halfpenny occurring in each of the lines in the pence column. Slowly and laboriously the child will mount up Two and Two—Four, Four and Two—Six, and so on up to the sum Twelve. Then "Twelve Farthings—Three Pence." The same child knows that six halfpence are three pence. A class is working the unitary method. Propose to them the price of 48 eggs at 7 pence for 12, and usually but a few, and these after a pause, will answer. They will tell you, if questioned as to the process, that they have ascertained the price of one first, and then multiplied by 48. The other day I heard a teacher propose for blackboard work to a senior group "How long would you be saving £7 4s. 0d. if you put by 4s. 6d. per week?" She did the work herself. 4s. 6d. was reduced to pence, and £7 4s. reduced to pence, and then the required number of weeks found. Yet a knowledge of the subdivisions of a shilling is required by the programme to be taught in first standard. It is but fair to add that this teacher was one of the very few who refuse to make a prospectus of work.

Very little is done to train even senior pupils to grasp by inspection the relation between pairs of numbers. The briskness, the intelligence, the observation which arithmetic teaching ought to call forth are not cultivated. I fear that very few teachers have studied the arithmetic programme so as to realise how closely the work for each group is connected with what precedes it, and again a serious and general defect is the failure to use the blackboard generally for collective demonstration. Pupils are either examined in a test exercise worked by a general method, or the teacher does the work himself, telling the pupils what to do, but he does not, as a rule, either test by skilful questioning as to whether the pupils understand why the various processes are performed, or endeavour to get them to suggest alternative methods, and he does not allow the exercise he proposes suggest to himself mental questions, and again, by the help of this mental work get his pupils to see how their work can be lightened and made more interesting. Most teachers, too, fight shy of grouping standards in arithmetic, though it is easy to show them that the members of the higher standard in a group could benefit by the work being done for the lower standard, and vice versa.

Though pupils generally have text books in arithmetic, these are very frequently not used, there being an almost ineradicable prejudice for setting them day by day for desk work, an examination test of six exercises in assorted "rules"—quite in the good old style.

In the arithmetic teaching of the junior standards there is, however, an improvement. Set exercises involving unwieldy, cumbrous numbers are disappearing, and in many schools the junior pupils will answer simple mental questions briskly and smartly.



In a great many schools the arithmetic exercises on paper are fairly neat and numerous, though the work is often slovenly, but they are not, as a rule, revised as effectively as the composition exercises. The finding of the correct answer in the last line satisfies all requirements.

With regard to *arithmetic*, Mr. Fitzgerald reports:—

"*Arithmetic* is improving, but not as rapidly as might be expected, considering the valuable hints on teaching contained in the 'Notes for Teachers.' Few teachers have yet thoroughly grasped the idea of the demonstration lesson, or realised the opportunities it offers for training the pupils (1) to observe the relations between numbers, (2) to discover short methods, (3) to learn neat arrangements, and (4) to calculate without the aid of chalk, pen or pencil. Much of the slovenly work met with in the pupils' exercises is indicative of, and traceable to, indifference and insufficient demonstration arithmetic. The elements of notation are now fairly taught with suitable apparatus. Pupils are also much quicker at calculations involving money, but they are still easily puzzled by simple problems. The value of imitation coins as an aid to solution of such exercises is being realised. There is much revision work which is not without its value, but it is of the fast-card type. The more valuable revision, that of types dealt with some time previously on the blackboard, is not common. As I have said, there is an appreciable improvement in this branch, but the rate of progress is too slow."

The teaching of *geography* as distinguished from mere map-pointing is improving, but too little use is still made of the Ordnance map and globe. On this subject Mr. Fitzgerald remarks:—

"Progress has been made in the teaching of *Geography*. The commercial and industrial aspects of the subject receive more attention. Local geography and the introductory lessons are not yet well done. Object lessons are attempted, but they are too limited in scope. I fear the valuable hints in the 'Notes for Teachers' are not carefully read. Pupils must necessarily be left a good deal to themselves at the map lessons, particularly in one-teacher schools, and this accounts for the knowledge of details which one discovers side by side with ignorance of elementary matters of fundamental importance. I have looked in vain for a comprehensive scheme of work in this subject, which would embrace the leading points of mathematical and physical geography, the latter considered specially with reference to commercial geography."

*Singing* is well taught in many schools, especially in the Convent schools. *Drawing* is generally taught, but I cannot say that full use has generally been made of the new notes on the subject. The pupils, however, draw with lighter lines, and are becoming more expert in using their pencils.

*Cookery* has been introduced into a great many schools, and is still spreading. Where it has been introduced it is a popular subject with the pupils. Mr. Lehane says:—

"*Cookery* is taught in twenty-five schools in this section. The chief obstacle to the introduction of instruction in this subject is the absence of suitable equipment."

Mr. Fitzgerald says:—

"*Cookery* is being pretty generally taken up, rather unwillingly, however. There are, no doubt, many difficulties attending the introduction

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of the subject, but teachers are encouraged to make an attempt in the hope that these difficulties will be fully considered at inspections, as no doubt they will be. Managers are, for the most part, enthusiastic, but they find themselves embarrassed by the want of appliances and materials. All the Convent schools in this section, except Dingle Convent, now teach both cookery and laundry work."

I find that the visits of the organisers have done a good deal to improve *needlework*. The teaching of *history* is not very satisfactory. The pupils get very little notion of historical perspective, and they are often in profound ignorance of historical incidents with which their own neighbourhood is connected.

Elementary science is taken up in only a few schools, and it is not as a rule successful. The work is very mechanical. The pupils when tested frequently show little knowledge even of the value and relation of the balance weights, the exercises bear a strong resemblance to each other, and they are not well revised.

The teaching of object lessons has resulted in an improvement in oral composition, but in regard to the pupils' articulation, a great many of the teachers are still too ready to accept indistinct utterance. At the same time there is undoubtedly a general improvement in the pupils' articulation. There is a marked tendency to keep pupils too long in the same standards. This applies especially to infants' standard. In too many such cases irregularity of attendance, or deficient intelligence in the children so affected, cannot be pleaded in excuse for this slowness of promotion. Generally speaking, except in the case of schools in which there are infants' departments, the infants receive an insufficient amount of care and attention from the teacher. Too often the teacher hands these infant pupils over to the charge of a pupil, and merely visits them for a minute or two before change of lesson. I notice that teachers who have been employed in English schools usually show skill and capability in training infant pupils, and such teachers too seem to attach much more weight to, and to achieve more success in securing distinct articulation.

Organisation

The grouping system is now, on the whole, working fairly satisfactorily in the schools of this circuit. Generally speaking, the grouping adopted is that suggested in the Programme, with in some cases modifications rendered necessary by the conditions of the school. Mr. Lehané writes on this point:—

"This system of grouping and of co-ordinating subjects is making progress as it comes to be better understood. The grouping in reading and in most other subjects is fairly satisfactory. *Arithmetic* in the subject in which least grouping has been effected. The difficulties in the case of arithmetic are, however, not insuperable."

Mr. FitzGerald says:—

"The new system of organisation has been very largely adopted in all schools, and has led to improvement in oral and written English, *drawing*, *singing*, and *needlework*, and to a less marked degree in *arithmetic*. Its principles, though simple, are not yet, however, generally understood. For, though in two-teacher schools the grouping of the pupils into four sections naturally suggests the alternation of desk and floor lessons for each of the two groups forming the division under each teacher's charge, this obvious time table arrangement is not always carried out. Something

more confused and less effective is adopted. The only group in this class of school, in which difficulty is experienced in connection with English, is the one consisting of standards I. and II. Teachers still allow these standards to read from different Literary Readers, grouping them for the Story Reader. They say that pupils just removed from infants' class are too great a drag on the others who have spent a year reading a more advanced book. I believe the reluctance shown to group these pupils proceeds from over-anxiety regarding the children's progress, as well as from a mistaken view as to what the Board expects. Anxiety would be allayed if the teachers realised that it is not expected that pupils just removed into a book a good deal more difficult than the Infant Reader will be able to read it fluently. Nor is it intended that the more advanced pupils of the group are to be kept in a given lesson until the recruits are able to read every word of it. All that can be expected is that the younger children will get fair treatment, and if their special needs are studied and catered for, they will soon be able to get on more rapidly. Some teachers use too limited an amount of reading matter in infants' class. They put these children over the same lessons again and again. The rule ought to be that, when the pupils have got to the end of a book, they should begin a new one. This aspect of the subject is fully dealt with in 'Notes for Teachers,' but very many appear to be still unconverted. "Grouping for arithmetic teaching makes slow progress. The general rule is to teach the programme for each standard. I have seen only one school in which grouping at this subject has been adopted in its entirety. The teacher has had long experience, and has always taught successfully. She informs me that she had at first grave doubts as to the practicability of the new scheme, but having tried it she is convinced that it leads to very much more rapid progress than the older procedure."

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No pupil teachers have been employed here for the year ending 30th June, 1909. The training of monitors in their literary course is, I am glad to say, generally successful, but the training of monitors as teachers is not always so satisfactory. The rules regarding criticism lessons are carefully observed, and in many cases the monitors' teaching notes are good and the teachers' written criticism helpful. Some teachers' notes, however, are invariably laudatory, though when the monitor handles a class his performance is of the crudest. It pleases me to be able to record that in one convent school in particular—Tralee Mercy Convent—I invariably find the monitors excellently educated, and trained surprisingly well as teachers. This useful school has also prepared successfully a number of candidate junior assistant mistresses, who all display great aptitude as teachers.

Monitors.

Mr. Lehane says:—

"There are many more applicants for the position of monitor than there are places available. Competition to obtain appointments is consequently keen. The new arrangement limiting monitors' period of service to three years will cause more frequent vacancies. Criticism lessons are given, and monitors show, as a rule, by their method of teaching, that they have duly profited by them."

Mr. FitzGerald says:—

"Very few monitors have been appointed in my section of this circuit since 1st July, 1906. Those now in the service here are mostly girls, the great majority of whom are engaged in Convent Schools in which suitable candidates under Rule 139 are always forthcoming. No monitors were appointed under Rule 142 last year, and no recommendations have been made under that rule this year. There will be eight male monitors only serving in this section after 1st July, 1909, so that the competition for

Mr. L. S.  
Daly.

Reid Prizes is a very limited one. The monitors are, on the whole, well trained."

I would venture to suggest that, if it were possible to alter the present scheme of allotting Reid Prizes, girl monitors should be permitted to compete for these prizes. Mr. Lehane, in his report, offers the further suggestion that Irish should form portion of the course for the Reid Prize examination.

Extra  
Branches.

About fifty schools in the circuit have taken up *arithmetic* and *algebra*, or *geometry* and *mensuration*, as extra subjects. The instruction in these extras is, as a rule, fair, though there is nothing distinctive connected with their teaching.

Irish and  
Bilingual  
Schools.

Of Irish and the bilingual programme, Mr. Lehane writes:—

"Irish is taught as an extra subject in about 110 schools in my section, and there are in addition twenty schools in which the bilingual programme has been adopted. Some teachers, who speak Irish well, do not teach the subject, while other teachers, who are only indifferent speakers, attempt to teach it. The subject is well taught in the bilingual schools, and the instruction imparted seems to be popular with the children. Some of the extra instruction given is satisfactory, and some is not satisfactory. Preparation for work, including notes of the lessons to be taught, is, perhaps, more necessary in Irish than in any other school subject. Such preparation and notes are, however, almost as rare as four-leaved shamrocks."

Mr. FitzGerald, in his Report, says:—

"Irish is taught as an extra in over seventy schools, excluding those in which the bilingual programme has been adopted. Irish is not spoken in North Kerry, except in the barony of Corkaguiny, where the bilingual schools are situated, and the teachers are, as a rule, ignorant of the language. Effective instruction is given in the subject in three Convent Schools. The entire course of Irish is taken up, and the pupils have acquired a good speaking knowledge of the language, and win many prizes at the local *Féiscanna*. The girls of the Abbeyfeale Convent School have repeatedly won prizes at the North Munster Feis, held annually in Limerick.

"With a few exceptions, the Irish teachers in the other schools are externs. Their work is not satisfactory, partly because their methods are not good, partly because the time available for instruction in the subject is insufficient, and the intervals between the lessons are too long. They succeed in teaching the pupils the correct pronunciation of Irish, but the progress made in speaking, and in composition, written and oral, is poor.

"There are ten schools in which the bilingual programme is in operation. All of these, except two, are west of Dingle. The introduction of the programme into these schools has been most beneficial. The younger children especially, who come to school ignorant of English, are making much more rapid progress at both Irish and English. I have been particularly struck by the alertness and earnestness of these children. They do not suffer from the timidity which characterises the young children of schools in which instruction in English only is given. The more grown pupils are very earnest, and are evidently proud of their knowledge of their native tongue. They write with equal facility in both languages, and they have a much more interesting knowledge of the geography of Ireland than is to be found among children who are only English-speaking.

"Heretofore the children after leaving these schools became Irish speakers. They almost invariably forgot whatever English they had learned at school. Now, they will read and write English well, and they will also read and write Irish."

Only three evening schools were in operation. Mr. Lehane, in whose section these were situated reports:—

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DALY.

“The attendance of the pupils in the three evening schools was fairly good. History and Irish were taught as advanced subjects in two of these schools, and *History and Health and habits* were taught as advanced subjects in the third. Many of the students in these schools were ex-fifth or sixth standard pupils: there were, however, a few pupils who had not gone past III. standard when attending the ordinary day school.”

—  
Evening  
Schools.

I am, Gentlemen,

Your obedient Servant,

LOUIS S. DALY.

Mr. J.  
CHAMBERS

LONDONDERRY,

3rd July, 1909.

GENTLEMEN,

In accordance with the instructions contained in your letter of the 2nd April I beg to submit a General Report on the Donegal Circuit, which embraces all County Donegal, except the portion lying north of a line running from Newtownnunningham to Lifford, and small parts of counties Tyrone, Fermanagh, Leitrim, and Sligo.

**The circuit.**

Although there is a large number of small towns and villages in the Circuit, there are in it only three towns—Strabane, Letterkenny and Ballyshannon—in which the population exceeds 2,000, so that the population is principally rural.

At present there are 390 day schools in operation in the Circuit, 346 of which are in Co. Donegal, 14 in Co. Tyrone, 13 in Co. Leitrim, 8 in Co. Fermanagh, and 9 in Co. Sligo.

Mr. Little has charge of the northern section, and Mr. Newell the southern.

The soil of the eastern part of the Circuit is fertile and highly cultivated, and supports the usual agricultural population. Mountains and moorland occupy the central and south-western portions, and the inhabitants are few and scattered. Along the western sea-board the population is dense, the farms small, the soil peaty and full of granite boulders. A heavy clay soil better suited for pasture than for cultivation, is the chief characteristic of the southern portion.

Although agriculture is the main industry, manufactories and fishing afford employment for a considerable number of people. In Convey there is a woollen factory which gives employment to many of the people of the village and neighbourhood, while carpets are manufactured in Killybegs, Kilcar, Crolly, and Annagary. Tweeds are manufactured in the Ardara and Carrick districts as "Cottage Industries," and in other localities sprigging, knitting, and lace-making afford some employment for the female population.

Fishing is now a flourishing industry along the Donegal coast, but the local fishermen derive little benefit from it.

Owing to their superior appliances this industry has fallen almost entirely into the hands of Englishmen and Scotchmen, who reap a rich harvest from their industry and enterprise. The boats employed by them are mainly "steam drifters," which can put to sea in all weathers, and can work when the sailing vessels of the local fishermen are practically useless. Until the Irish fishermen are provided with apparatus similar to their rivals, they cannot hope to compete successfully with them.

The schools in the Circuit are classified as follows:—375 ordinary schools, 7 convent schools, 1 monastery school, and 7 Poor Law Union schools.

When I took charge of the Circuit on 1st June, 1907, there were 393 schools in operation. Since that time six have been closed, and three new ones opened. There are two or three localities in which new schools are required, but, taking the Circuit as a whole, the number of schools is largely in excess of the requirements of the population. Even when due allowance is made for religious differences, at least 10 per cent. of the existing schools are unnecessary. To these superfluous schools is mainly due the excessive number of small schools in the circuit, about 30 per cent. of the whole having an average attendance of less than 25 pupils. Arrangements have been made for replacing ten of these small schools by five new vested ones in central situations, and negotiations are at present proceeding for a still further reduction of their number.

The amalgamation of two or more small schools is a very difficult problem, as it frequently necessitates the building of a new one. Where the buildings are bad the problem is somewhat simplified, but it sometimes happens that a school has recently been built in a situation that is not suitable for the whole people of the locality. Local opposition to the closing of a school has also to be overcome.

Under this head, Mr. Newell writes:—

"There are several places where a reduction of the number of schools could be effected without any real injury to education."

The school buildings in many cases are extremely bad, being mere hovels totally unsuitable for teaching purposes, but an effort is at present being made to remedy to some extent this state of affairs. Grants have been made for new buildings to replace 25 schools, and applications are under consideration for grants for new vested school-houses to supersede 19 others. When these cases have been disposed of there will still remain 34 schools that will require to be rebuilt.

The buildings of the remaining schools are usually substantial structures, but minor alterations and repairs are required in most of them.

Mr. Little makes the following remarks on this subject:—

"There are still in use, and will be for a considerable time, over a dozen buildings whose condition is a standing discredit to education, and most injurious to the health of those who have to inhabit them; there are as many more which call urgently for thorough overhauling, or for abandonment in favour of sanitary and comfortable buildings. In all these cases, with one or two exceptions, the managers have done their part by applying for grants, &c. . . . Half the houses may be taken as answering their purpose well, except that in many of them two teachers have to work in the same room. The remainder vary from passable to very unsuitable."

"Most of the bad buildings, and some of the others, are without sanitary accommodation in the shape of closets; playgrounds are wanting in about an equal number of cases. Where sanitary conveniences do exist they are, as a rule, kept with reasonable regard to decency and hygiene, but now and again it becomes necessary to complain."

Where offices exist they frequently remain for long periods without being emptied, and there is seldom any provision for checking the offensive odour from them, although peat mould is

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—  
School  
accommoda-  
tion.

School  
premises.

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in most cases easily procurable for the purpose. The urinals also are frequently choked.

Furniture  
and  
equipment.

The furniture varies with the character of the building. In the older schools the desks are frequently badly shaped, and greatly worn, while in the newer buildings the quality is satisfactory, but the quantity is usually inadequate to meet modern requirements. There are few schools in which the necessary maps are not forthcoming, but they are often torn, or discoloured by the dampness of the walls on which they are suspended. Frequently the supply of blackboards and easels is inadequate, and there are few schools in which the press accommodation is sufficient. Bars or dumb-bells have been procured in a few schools, but the appliances for physical culture are rare.

Cleanliness.

Taken as a whole the schoolrooms are kept fairly clean. In most of the better class buildings the walls are regularly white-washed, and the floors periodically scrubbed. Dusting also receives attention, but not to as great an extent as could be desired. Tidiness and neatness frequently admit of improvement. The arrangement of pictures and wall tablets seldom displays any artistic taste, while books that ought to be stored away in presses are often scattered about the schoolroom.

With reference to cleanliness, &c., of schoolrooms, Mr. Newell states:—

"Of late years increased attention appears to be given to cleanliness, and other matters. More teachers display a desire to have the school-room and premises kept with neatness and taste."

Mr. Little's remarks on this matter are:—

"There is all round progress in cleanliness of school-rooms, so far as regards the removal of dust and cobwebs and the whitewashing of school-rooms. Some few teachers display much taste in decoration, in maintaining wall cards, pictures, maps, &c., bright and fresh, in providing new pictures to replace faded ones. . . . The teachers who attend with success to this phase of school life deserve all praise; their number is unfortunately small."

Flowers.

In almost every school the cultivation of flowers in the windows has been attempted, but little has been done regarding the cultivation of flowers in the school plots. There are, however, a few schools in which part of the playground has been set apart for the cultivation of flowers, and these flower plots add considerably to the appearance of the school premises.

Mr. Little's observations on this point are:—

"Cultivation of garden plots has been attempted in less than a score of schools, and in most of these it is either just beginning or has been more or less a failure. Some of the teachers, prompted by innate taste and love of nature, have battled against adverse circumstances, such as poor, wet, marshy soil, and especially exposure to high winds. In one or two cases, notably Glenties Convent, the situation is favourable, and the result is highly successful. Window gardening is now quite general, being ignored only in the schools which are very badly housed, or under the most indifferent teachers."



The heating of the schools is very unsatisfactory. The material generally used is turf, which is frequently of a poor quality. The supply is often precarious and inadequate. In many parts of the Circuit the fuel is provided daily by the pupils, and, as the supply is consumed on the day of its arrival, there is no material for the following day's fire until it is brought by the pupils. The natural result is that the schoolrooms are cold and cheerless in the mornings, and the heating most defective on cold, wet days when good fires are most required.

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Heating.

Mr. Newell observes, regarding the heating of the school-rooms:—

"In some localities there is still a good deal of difficulty as regards fuel. Many school-rooms are, in consequence, often much colder than they ought to be, and pupils and teachers accordingly frequently suffer."

Very few schools are provided with libraries, and little has been done to develop a taste for reading outside school hours.

The teaching staff in the ordinary schools consists of 470 Graded teachers, 128 junior assistant mistresses, and 11 work-mistresses.

About 65 per cent. of the Graded teachers have been trained, while the junior assistant mistresses usually have no experience of teaching previous to their appointment.

The  
teachers.

An analysis of the teaching staff shows that in 12 schools there are two assistants; in 71, one assistant; in 137, either a junior assistant mistress or a workmistress; while in 155 there is only one teacher.

The teachers as a body are painstaking and zealous, and much respected by the people of the localities in which they reside. As in other parts of the country, they vary considerably in skill and acquirements, but they have always shown great readiness to attend classes, even at great inconvenience, conducted by organizers, with a view to qualifying themselves for teaching new subjects.

Many of the schools are intelligently and successfully conducted, but there are others in which the teaching produces poor results. The number of teachers who are consciously and seriously remiss in the discharge of their duties is small, but a great many have little aptitude for their profession. In the latter class some are old and unskilful, while others have only recently joined the profession.

An examination of the reports issued after the last General Inspection shows that 42 per cent. of the schools were graded as "good" or "very good"; 45 per cent. as "fair"; and 13 per cent. as "middling" or "bad." The large percentage of schools that rank below "good" is to a great extent due to the abnormal number of small schools in the Circuit. In these small schools only one teacher can be employed, who cannot rise above third grade.

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The efficient teacher soon finds employment elsewhere, while the inefficient one remains as an incubus on the locality. Until the number of small schools is greatly reduced the percentage of unsatisfactory schools will remain comparatively high, as, in schools of this class, there is little incentive for teachers to exert themselves.

There are very few teachers who do not make some preparation for their work, but their notes are frequently of little assistance to them in the discharge of their duties. While there are a few teachers who show great ability in condensing into a few lines the vital points of a lesson, the "notes" of the majority are merely transcripts from some text-book on the subject. The failure in most cases to make effective preparation for their work arises from the fact that teachers approach the matter from an erroneous standpoint. They have conceived the idea that the main object of preparation is to make themselves better acquainted with the subject, hence their inability to see the necessity for preparing the lesson for junior pupils. Until teachers are able to anticipate the difficulties that a subject will present to the average child in the class, and have considered the best methods of their solution, they cannot make effective notes for their lesson.

#### Attendance.

The attendance at the schools has varied little during my acquaintance with the Circuit. In some schools it has increased, while in others it has decreased to an equal extent.

In point of regularity, however, the state of affairs is very unsatisfactory. There are many causes which contribute to irregularity of attendance. Along the western seaboard the soil is so poor that it is quite unfit to support the dense population that resides on it, consequently the men migrate annually to England and Scotland for harvest work, while the children find employment from the middle of May till the middle of November with the farmers in East Donegal, Londonderry, and Tyrone. During their absence the schools in those parts are attended only by children who are too young to leave their homes. In other parts, owing to scarcity of adult labour the children are kept at home to assist in manual labour. When the seasons are favourable the periods of their absence from school are curtailed, but, owing to the very unfavourable weather that prevailed in this Circuit during the last harvest, the children were kept at home for an abnormally long time. Other causes which contribute to irregularity of attendance are uncomfortable school-buildings, inferior clothing, inclement weather, storm-swept roads, unbridged streams, herding of cattle on unfenced farms, and parental indifference.

Mr. Little's remarks regarding parental indifference are:—

"The evil effects of parental indifference are seen in the needless delay in sending children to school for the first time; in the morning unpunctuality, so observable in many school districts; in the failure to send children to school when not urgently required at home; and in their total withdrawal from school influences before their young minds have received lasting impressions."

Writing regarding "attendance" in the southern part of the Circuit, Mr. Newell observes:—

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"Owing to the poverty of the people in many parts of the district the attendance of the children is oftentimes very irregular. This is particularly so in spring and autumn, when the crops are being sown and gathered in. Most of the boys and girls, above the age of 10 years or so, have to help with the field work. Indifferent clothing, food, and weather are also accountable for a large proportion of the irregular attendance. Inefficient teaching is, however, I may add, a more important factor in the matter than all the other three or four causes already mentioned. A good teacher almost invariably succeeds in keeping his school well filled."

Children who have a considerable distance to walk usually do not begin to attend school until they are six or seven years of age, but when there is a school in close proximity to their dwellings they frequently enter on their school life as soon as their names can be placed on the rolls, that is at 3 years of age. Few children remain at school after they have reached fourth standard, i.e., about 11 or 12 years of age, so that the number of pupils in the senior standards is very small.

The Compulsory Attendance Act is in operation in the Rural Districts of Strabane and Dunfanaghy, and in the Urban District of Strabane. School Attendance Committees have also been appointed in Letterkenny and Ballyshannon Urban Districts, but no steps have been taken by them to enforce the provisions of the Act. A comparison of the attendance at the schools in the localities in which the Act is operative and inoperative shows that, as at present administered, it has little influence on the character of the attendance.

Compulsory  
attendance.

During the past year one school had to be closed for about a month owing to an epidemic of diphtheria, and several others for short periods owing to measles, but, taken as a whole, the Circuit has been singularly free from epidemics during that period. There is no evidence of defective eye-sight among the children attending the schools. Although the people in many parts of the Circuit are poor, there is no locality in which the children have not sufficient food and clothing of a coarse quality to satisfy their requirements.

Regarding the health of the children, Mr. Little writes:—

"Ill-fed and under-dressed children are rare. The people of Donegal are a hard-working race, and would not for a moment entertain the idea of living in a state of complete or partial destitution. The bracing climate and the open-air life they lead make for health. The unfavourable influences of unsanitary homes are felt to some extent, but nothing like what it is in other congested districts. On the whole, therefore, the health of the children is good, and there is little evidence of defective eyesight, poor hearing, or other physical defects which school life is supposed to foster."

Mr. Newell's remarks regarding proficiency are:—

Proficiency.

"Reading and composition generally get more attention than was the case under the Results system. I cannot, however, say that there is any improvement as regards Arithmetic or Geography. In Needlework the proficiency is usually good, and very fair work is done in Singing and

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Drawing. Mathematics are not taught in many schools, as the obligatory branches are, in view of all the circumstances, considered quite sufficient for most of the National school children, and the number in the higher standards is, besides, usually rather limited. I think it is to be regretted that better provision does not exist for the practical teaching of some Agriculture and Horticulture in many of our country schools."

Under this heading Mr. Little writes:—

"In the general education of the children the good effects of the new methods are now noticeable. For a good many years there was little to show in the way of improvement. The change introduced in 1909 was so complete that most of the older members of the educational army were unable to understand or unwilling to accept it. Even those who were blessed with youth had been trained from childhood in the old methods, and many who agreed in principle with the new ideas were unable to apply them in practice, so strong was the force of habit. The acceptance of the principle was followed, however, by a gradual introduction of the methods inculcated, and although we have not yet seen the last of mechanical teaching, and probably never shall, the general level of educational work is much higher than it was five, or even three, years ago."

Training of  
infants.

In schools in which there are two or more graded teachers, the infants receive a satisfactory training, but in the small schools, in which only one teacher is employed, they get their turn in the ordinary subjects with the other children of the school, the special subjects usually being omitted. In nearly every school in which the attendance warrants such an appointment, a junior assistant mistress has been appointed, and the training of infants is generally intrusted to her.

The subjects suitable for the development of infants' minds require very skilful treatment to make them interesting and educative, and few junior assistant mistresses have the skill and attainments requisite for carrying out this work successfully. The circumstances under which these young women are compelled to do their work are frequently very unfavourable. There is generally only one room in the school, and the equipment necessary for Kindergarten and Manual work is often insufficient. In many schools there is still a tendency to retain children too long in infants' class.

Reading.

Although I seldom find a school in which *reading* is "bad," there are a great many in which a higher standard might easily be attained. Teachers are too often satisfied with mere verbal accuracy, and pay little attention to phrasing and intonation. Distinct enunciation is, in some localities, also faulty. The meanings of words and phrases that occur in the lesson are usually understood, and pupils are trained to answer questions in fully formed sentences.

Mr. Little's remarks under this heading are:—

"I find reading much improved. Hurried, inaccurate, senseless racing over words, lines, and paragraphs is now very exceptional, and slow, deliberate, verbally accurate reading is the rule. There is room, to be sure, for further improvement in expression and intonation; but the progress made is as encouraging as it is undeniable."

"The training in oral expression cannot be considered as satisfactory. Answering in complete sentences is widely attended to, and with a good deal of success, but the mechanical, as distinct from the intellectual, side of the answering is often very faulty. In too many cases children are permitted to give their replies in whispers, or in such indistinct tones that they could hardly be understood if loudly spoken."

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*Penmanship*, as a whole, is satisfactory. In the schools in which two or more teachers are employed writing is usually taught from the blackboard, but in those under the management of only one teacher blackboard teaching is supplemented by headline copybooks, as, owing to the numerous other duties the teacher is called upon to discharge, he cannot give the time and attention to this subject that blackboard teaching requires. The blackboard is, however, invariably used during the lesson to infants in this subject.

Penman-  
ship.

*Composition* is now recognised as one of the most important subjects in the school curriculum, and, owing to the attention it receives, the proficiency in it is generally satisfactory. In many schools the pupils write a composition daily, and an examination of these exercises shows that most of the advanced pupils are able to express their thoughts in fairly correct English.

Composi-  
tion.

Although *arithmetic* receives a good deal of attention, the proficiency in it is still unsatisfactory. This is largely due to the fact that too little time is devoted to mental calculations. Moreover, the teachers seldom take sufficient precautions to compel the children to work independently. The copying so largely practised in many schools has a most injurious effect on the progress of the children, in addition to developing in them vicious habits. Even where pupils can work pretty satisfactorily questions placed before them verbatim, very few can solve similar questions that are dictated to them. Another very noticeable point in the children's work is the excessive time spent over a simple question. In order to make arithmetic a useful mental training, children should be able to work easy questions accurately and quickly.

Arithmetic.

*Geography* has again found a place in the school work, but the suggestions in "Notes for Teachers," regarding the teaching of it, receive little attention. The subject is taught too much on the plan of the old Results System, the lesson generally being limited to pointing out places on the map. Although the Ordnance Map of the locality is forthcoming in most schools, little use is made of it, and object lessons introductory to the subject are often neglected. During my visits to the schools, I have frequently found teachers giving instruction to the children of the junior standards on the map of the world, and they were greatly surprised when I called their attention to the fact that a knowledge of this map is not required by the school programme until pupils reach fifth standard.

Geography.

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Chambers.

Elementary  
science.

*Elementary science* is taught with fair success in a few of the town schools, but it is seldom attempted in the rural ones.

*Nature study* has been introduced into most rural schools, but I seldom find a definite scheme of work drawn up in advance, consequently there is no proper sequence in the lessons.

Owing to the attention that has recently been called to tubercular diseases in this country, the teachers are beginning to give lessons regularly on "Health and Habits," which will in time produce good results.

At first this subject was treated as a reading lesson, but it is now taught from prepared notes in the same manner as Object Lessons.

As there are few schools in which there are any appliances for physical culture, the drill exercises are limited to such as can be performed by the movements of the body alone.

Singing.

*Singing* is taught in all schools in which a teacher is qualified to give instruction in the subject, but it is only in the larger ones that the full course is taken up. In other schools the songs are tastefully rendered, but modulator exercises receive little attention.

Drawing.

The blackboard is largely used in teaching *drawing*, and the quality of the work as a whole is fair.

Needlework.

The elementary parts of the *needlework* programme are usually taught with fair success, but better results could easily be attained if more attention were given to collective teaching. Darning, patching, and cutting-out are frequently neglected.

Cookery.

Regarding the teaching of *cookery*, Mr. Little's observations, which are applicable to the whole Circuit, are:—

"Cookery has not been taken up to any great extent, partly on account of the number of defective houses in which school work is carried on, partly through want of training on the part of teachers, and, in many cases, for want of a reasonable number of girls of the prescribed age. There was here, as elsewhere, a feeling among the teachers that they were already overburdened with work, and that cookery was an unfair and unreasonable addition to the curriculum. However, a dozen or so of the more enterprising took it up as an experiment, and found, to their surprise, that the difficulties were very much less than they had anticipated. Quite three-fourths of those who made the experiment are now glad they did so, the subject being decidedly popular with the girls."

During the past year a great many teachers, who had no previous opportunity of acquiring a knowledge of the subject, have been trained in cookery, and, as the opposition to the teaching of it is gradually decreasing, I expect a great increase in the number of schools that will take it up during the approaching session.

Mathematics.

*Mathematics*, one or both branches, has been taught with fair success in about 10 per cent. of the schools.

Irish.

As *Irish* is the home language of the majority of the people along the western seaboard, the bilingual programme has been

adopted in a great many schools in that locality. In other districts Irish is extensively taught as an extra subject. In many cases, where the teacher is unacquainted with the language, the manager has secured the services of an extern teacher.

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Mr. Newell's remarks under this heading are:—

"In some parts of the district Irish is still extensively spoken, and in these localities the Bilingual programme is in operation in many of the schools. In other parts, however, there is very little, if any, spoken or understood, even by the old people. The teachers too in several places do not know the language. As a result, the subject is as yet taught in only about 50 per cent. of the schools here."

And Mr. Little observes regarding his Section:—

"In the great bulk of the schools—those under R. C. managers and teachers—the spare energies of the teaching staff are devoted to Irish almost entirely. There are about 180 schools of the denomination referred to, and not more than one-fifth of these entirely ignore the revival movement. In perhaps another fifth the instruction in Irish is merely nominal, and would be dropped if managerial pressure were removed. The remaining three-fifths, or about 80 schools in all, give language instruction, because the teachers have adopted the gospel of the revival, and believe that such teaching devolves upon them as a duty to their country."

The suggestions in "Notes for Teachers" regarding organization now receive considerable attention, and there are few schools in which the grouping system has not been adopted for all subjects except arithmetic. In a small number of schools I have observed during recent visits a tendency to discard this system during the reading lesson, and to revert to class teaching, but the cases in which this occurs are comparatively few, and are generally confined to teachers who had been long accustomed to the Results System.

Organiza-  
tion.

The construction of Time Tables in small schools is, however, frequently faulty, as I sometimes find two divisions engaged at the same time at work that would require the teacher's undivided attention. In many schools the arrangement of subjects in suitable sequence admits of improvement. These defects are usually remedied after attention has been called to them, and, I believe, the teachers as a body are endeavouring to carry out the new scheme of organization as far as circumstances permit.

Under this heading Mr. Little remarks:—

"The schemes of organisation introduced with the new code about nine years ago, with their subsequent developments, have now become a settled part of the system of education. Here and there can be found a teacher who, through age, indifference, ill-health, or other causes, has shown unusual tenacity in adhering to the methods and ideas of the Results period; but these are quite exceptional, and only sufficiently numerous to remind us, three or four times a year, of the distance we have travelled on the road of progress. Needless to say, the progressive schools are not all equally progressive, and there are many occasions when one would desire to meet with a better appreciation of what is right in educational theory and practice; but we are now well started on right lines, and, in

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my opinion, if we fail to do thoroughly sound educational work in the future, the blame will lie on external hindrances, bad buildings, poor equipment, and, above all, irregular attendance, rather than on want of ability or want of devotion in the teaching staff."

Pupil  
teachers.

There are only two pupil teachers in the Circuit. They have distinguished themselves in the Intermediate examinations, and are very carefully trained in their professional duties.

Monitors.

Within recent years the number of monitors has materially decreased, and, during the past year, there were only 46 employed in this Circuit. Owing to the increased requirements for candidate monitors there are few applicants for the position, but, as they are only appointed in the best schools, their training is carefully attended to.

In connection with monitors, Mr. Little notes:—

"The total number of monitors is growing smaller from year to year, but I cannot say that the quality of the service is improving. Good candidates are not plentiful, and with only passable ones offering, there is not much inducement to recommend appointments. The children of Donegal do not care to remain at school up to the age of 15; that is one explanation of the dearth of candidates. Another is that the number of teachers willing to undertake the training of monitors, other than their own relatives, is now very small; encouragement from the teacher to study the preliminary course is therefore lacking. The monitors are generally well prepared on their literary work, and some teachers carry on the criticism lessons with much efficiency. The young people themselves take a practical interest in this portion of their duty, once they get fairly started. . . . The criticism, when properly carried out, is hardly less beneficial to the critics; for their own credit, as masters of the art of teaching, they are driven to apply to their daily work the maxims enunciated for the monitors' benefit."

Evening  
schools.

Regarding evening schools, of which I have no direct knowledge, Mr. Newell writes:—

"There were in all 13 evening schools in operation in my section during the past winter. In some "good" work has been done; in others only "fair" or "middling." They are usually pretty well attended for the first two months or so, but indifferently for the remaining half of the session. The pupils who need them most are, I regret, generally the worst attenders."

Mr. Little's observations regarding them are:—

"Evening schools in a good many cases, though not in all, are well attended in their first session, less well in the second, and fall away very much subsequently, or die out altogether. After a few years of extinction it is sometimes possible to revive them, when they may last again for a couple of sessions. Some when doing well are interfered with by the herring fishing, and all get thinned out in late February and in March, when the evenings grow long and farm work presses. In the past session the schools were, perhaps, better attended than for a number of years back, and one at least has made a record of five or six sessions without any noticeable falling-off in the attendance, or the earnestness of the pupils. All the schools were in rural districts; it has been found impossible to maintain one in a town or village."



" In addition to the three R's, the subject most commonly taught was History. Irish was next in order, and where this did not suit, 'Health and Habits' was the usual substitute. A few took Book-keeping, the other advanced subjects on the list having been left severely alone. . . .

MR. J.  
CHAMBERS.  
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" The number who profit by evening teaching constitutes a very small fraction of those who need it."

I am, Gentlemen,

Your obedient servant,

J. CHAMBERS,  
*Senior Inspector.*

The Secretaries,  
National Education Office,  
Dublin,

Mr. J.  
McNair.

LIMERICK,

July, 1909.

GENTLEMEN,

In accordance with instructions, I beg to submit a General Report on the schools in the Limerick Circuit.

The Circuit.

The Circuit comprises the counties of Limerick and Clare, with the exception of a small portion of each county. The Shannon divides it into two sections, in which the conditions of life are widely different. Limerick is fertile and fairly prosperous, while Clare is bare and bleak, the soil poor and giving a scanty return for the labour expended on it.

School  
Accommo-  
dation.

The schools are sufficient in number and properly placed. As to state of repair, they compare favourably with those in other parts of Ireland. Most of them are sound, substantial buildings, but, as a rule, severely plain and unadorned. Those vested in the Commissioners are kept in good order, but others are often open to criticism on the ground of neglect of minor repairs.

In building new schoolhouses more regard might be paid to appearance. There is no inherent reason why a schoolhouse should be ugly. Those built fifty or sixty years ago, whatever their internal defects may be, are often more picturesque than present-day erections.

There is a general desire in this part of the world to have proper schools. Where houses are bad, the persons concerned are anxious to provide new buildings. "Where is the money to come from?" is the query that one hears often and unanswerably.

More classrooms are wanted, and by a classroom I mean a room of sensible dimensions and properly equipped, not a small stuffy pen into which a few children can be crammed.

The requirements of small children are not properly attended to. The desks at which they sit are not suitable, and no provision is made for their continued occupation and amusement. It is really for the small children that the equipment of a school should be largely designed. Material for occupation is what an infant wants. Given this, he will keep himself usefully employed, and there are not many people who know better how a child of four or five should be employed than he does himself. The infants' departments of the Convent schools in Limerick are much to be commended in this respect. Here is everything that would appeal to a child—pictures, toys, games, real shops with goods and counters, miniature parlours, kitchens, etc.

It is likely that there is a general improvement in the neatness with which the schools are kept, though much still remains to be done. A neat and bright schoolroom is in itself an education. At ten o'clock in the morning one generally finds the school-

room clean and tidy, but what one likes to see is a schoolroom just as clean and tidy at three o'clock in the afternoon. I know many schoolrooms that at any hour or minute are perfectly neat and bright, and this can only be managed in one way, and that is by training the pupils to exert themselves to keep the room properly, and to take a pride in its appearance.

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Window gardens are quite common, flower beds in the grounds quite uncommon. Here again the mistake is too often made of not making the pupils responsible. The climate here suits the growth of many creeping plants, but not enough advantage is taken of this, and the exterior walls of the schoolhouses are bare and cheerless.

A lavatory, in some more or less elementary form, is now to be met with in most schools, and sometimes forms a very practical adjunct to lessons in *health and habits*. Girls take more readily to its use than boys; a boy generally considers that his hands are clean enough for all practical purposes, and undoubtedly so for *writing and arithmetic*. Girls are generally trained to wash their hands carefully before taking up *needle-work*. I know several schools where there is a neat wash-stand which the girls take charge of themselves, and keep supplied with clean towels, etc. In schools like these, where the children are neat and tidy, and where the room is neat and tidy, "*health and habits*" might be pronounced as "Excellent" without any further ado, and without any nice inquiry into the composition of air.

Most schools are provided with playgrounds, more or less suitable. Sometimes the children have playing rights over adjoining fields, and occasionally the only available playground is that dangerous one, the country road. Scarcely any effort is made in the direction of organising games, or turning them to some useful purpose, and yet habits of courtesy and thoughtfulness for others might be readily inculcated in the course of games. In this connection it may be noted that politeness is very often regarded as the manner in which a child behaves to a grown-up person. Much more important is the manner in which children behave to each other. Real politeness is manifested by kindly consideration for others, particularly those who are small and weak, and not by a few mannerisms easily acquired.

Mr. MacMahon, who is in charge of the southern section, reports as follows:—

"The space accommodation provided is in most cases ample, there being, out of 192 schools in this section, only 17 which I consider unsatisfactory in this respect, and in four of these the managers are making efforts to enlarge and improve the premises. The provision of a classroom where two teachers are employed has not been carried out to any appreciable extent, there being 60 schools here where two teachers have to work in the same room. There is no increase of unnecessary schools. But the managers are, as a rule, very averse to amalgamation under any circumstances.

"The furnishing of a large number of schools which have been open for the last 40 years remains generally in its original condition. There is a

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slight improvement of recent years in the decoration of the school walls. Some teachers have gone to great trouble and expense in this respect, and are well rewarded by the praise of all their visitors and the improvement in the taste of their pupils. The great general defect in the equipment of the schools is that there are no properly sized desks for Infants and First Standard pupils in the great majority of the schools.

"The houses are generally good. I could, however, mention eight which I consider bad. The need of eave shoots to protect the school windows and walls from the drip from the roof is still extensive. I have succeeded in getting very few erected since my last report. In most of the schools here the teachers cultivate flowers in the windows, but there seems to be a strong objection on the part of about 50 per cent. of them to lay out a little flower bed or two in the school plot.

"There is no doubt of the fact that the school floors are not washed often enough in any part of the section. Except in the Convent Schools, the entries given by the teachers in their own returns show that twice a year is considered sufficient to have the school floor washed. This is an abuse calling for serious attention. The ventilation of the schools has much improved recently. Fresh air is plentifully provided all the day by open door and open windows. The heating of the schools generally is in need of improvement. One fire-place at the end of a large schoolroom is the general fashion here, and certainly does not compare favourably with the schoolrooms heated with hot pipes that we read of as in common use in other countries.

"School libraries are very slowly making their appearance. The teachers recognize the need of them, but the trouble up to the present has been the initial cost.

"The only few playgrounds to be found are in the city, where the space accommodation is entirely inadequate. In the country districts where there are no playgrounds the country road and the nearest field are availed of.

"There is room for considerable improvement in the physical culture of the pupils. Slovenly lounging is very common in class movements and at floor lessons. Drill is not so popular as it used to be, and many of the teachers in their anxiety to give sufficient attention to their many other subjects are dropping it entirely."

Mr. O'Sullivan, who is in charge of the northern section of the circuit, reports:—

"Since I submitted my last Report on the Ennis section of the Limerick Circuit there is very little change in its condition. One new school, Kilkerrin, in the neighbourhood of Labasheeda, has been erected. The Tubber boys' and girls' schools have been amalgamated, and Tulla P.L.U. school has dropped out, owing to the amalgamation of the Union with that of Scariff. The teacher of Spanish Point N.S. retired last year, and the manager did not appoint a successor, as he considered that the educational wants of the locality would be supplied by the Miltown-Malbay schools. There are 185 schools in operation in the section.

"With regard to space accommodation it is rather in excess of the requirements, except in a few cases. The Crusheen and Ballyon schools are overcrowded, but steps are being taken to have classrooms erected.

"The furniture is, as a rule, strong and substantial, but it is of an old-fashioned type. The slope of the desk surface is too great, and there is no special provision made for the accommodation of very young children.

"In the cases of the houses vested in the Commissioners the upkeep is looked after fairly well, but in those vested in trustees, and in the non-vested schools, limewashing and painting are not always attended to.

"As regards repair, Clare stands fairly well. The houses, though in many cases in need of a general overhauling, are substantial buildings. There are only five really bad houses in the section, but the managers of these are taking steps to have them replaced by suitable structures. The obtaining of a site is very often a difficulty.

"The schoolrooms are generally well kept, but the condition of the out-offices leaves much to be desired. In country schools there are no means of flushing, and the cleaning out of the closets is not regularly attended to. In ten cases there are no out-offices whatever.

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"Window gardening is carried out in a few girls' schools. The care of the plants in the winter time and during vacation is an obstacle. In not many cases have flower beds been attempted, though the Clare Horticultural Society is offering every encouragement for the growth of flowers both at the schools and at the children's homes. The teachers state that wherever flower beds are got up they are interfered with after school hours.

"The heating of the schools in West Clare is provided for by the contribution of 'creels of turf' by the parents of the children. As a rule the heating is well attended to.

"School libraries are unfortunately very few in this section.

"Very few schools are without playgrounds of some kind. In the cases of eight schools there are none at all."

Both my colleagues speak in very high terms of the teachers of the schools in their charge, and my experience, which is small compared with theirs, leads me to agree with them. Mr. MacMahon says:—

Teachers.

"The teachers in my section are in general a very worthy and estimable body of genuine workers. I gladly bear tribute to their honesty, industry and ability. Where success has not attended their efforts I have very often found that irregular attendance, want of local support, or bad health were the causes. Of course there is the usual percentage of delinquents in this profession as in every other one, but my opinion is that the percentage is a very insignificant one in my section. They have shown in no uncertain manner in the past year their anxiety to improve their methods by attending educational conferences at great trouble and inconvenience."

On no subject do I find more haziness in the minds of teachers than with regard to the extent and quality of the preparation for work that they should make. A good guiding rule to follow is that preparation should be such as to be useful to the teacher in his day's work. I see quite a quantity of carefully-written notes that are clearly intended for my benefit and not for the teacher's. These are useless. Writing out well-known elementary facts about a subject is no aid to teaching. When a teacher finds at every turn of his day's work that his preparation is useful to him, then that preparation is on correct lines. If it does not fulfil this condition, then it is of no use to anybody. Furthermore, the drudgery of writing out elaborate, useless notes must be intolerable.

It is clear then that the task of preparation should be shorn of everything non-essential. In *arithmetic*, for instance, notes might be made on any new rule which is to be introduced, but it certainly should not be necessary to painfully prepare every question for the ensuing day—a practice which I sometimes meet with. Subjects for *composition* might be ready, rough maps for *geography* drawn, the lesson in *history* read, or the experiment in *science* performed. These will serve as instances. My experience is that any teacher who has ever known the benefits of sensible preparation will not readily give it up. It gives him

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such a grasp of his day's work and such confidence in carrying it through. At the same time, it is absolutely essential that this preparation should be of the proper sort, and that a teacher should not hamper himself by unnecessary and useless work. Further, it must not be forgotten that a quantity of notes is no substitute for active, energetic teaching.

Attendance.

Both my colleagues report that there is a tendency towards a decrease in the attendance. This is caused by emigration, and affects the county Clare more than the county Limerick. The building of numerous labourers' cottages and the splitting up of large estates into small tillage farms is likely, by-and-bye, to cause the pendulum to swing in the other direction. Generally speaking, a reasonable effort is made to send the children to school. In spring and in harvest there are some weeks in which the pupils cannot be expected to attend, but at other times the attendance is not such as to show any widespread carelessness on the part of parents. The children of labourers are sent to school with more regularity than those of small farmers. The children of small farmers are kept at home to do small jobs. Mr. MacMahon justly censures the system of keeping boys away from school to take milk to creameries.

Health.

Pupils here come to school when four years old, and leave when fourteen or fifteen. They are fine, healthy children, with good teeth, eyes, and complexions. They are naturally bright and intelligent, and have a great aptitude for learning. This is particularly the case in West Clare. This part of the county could stock all the professions in Ireland, but could not supply a good workman or mechanic.

Proficiency.

We all agree that progress in the right direction is being made. The point which is least satisfactory is the treatment of young children. My own opinion is that whether a child up to six or seven years of age learns to read much or little, or to write much or little, is of no great importance. What should be expected of a child of six or seven is that he should be able to converse readily, brightly, and distinctly, and to use his eyes and his fingers. The heart-breaking and numbing routine of learning to read and spell according to the method generally practised might certainly be postponed. One is glad to find the ceaseless oral spelling that once was so much in vogue rapidly disappearing. It does not lead to anything, it does not teach reading, and it does not teach spelling.

Enough trouble is not taken to provide games for young children, and I do not often hear a teacher tell them a story in a thoroughly interesting way. It is generally supposed that the story should be "instructive," but there is no such necessity. "Jack and the Bean Stalk" is a nursery classic, and it is distinctly uninteresting. Nothing can be more interesting or profitable than storytelling by the teacher to the pupils and by the pupils to the teacher. I often wonder that it does not replace

some of the dull exercises that I see children suffer from. The directions in the "Notes for Teachers" are clear enough, but are unhappily generally regarded as a counsel of perfection, lofty but not practical.

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*Reading* generally is accurate, but not often expressive and intelligent. A high-pitched monotonous sing-song is acquired in the junior standards, and to this the pupils ever afterwards firmly adhere. This is because it saves trouble; to pitch the voice in one particular key, and to stick to this under every stress of circumstances, is easy and soothing.

In the senior standards a departure from the ordinary Readers is rarely thought of. It is quite forgotten that a pupil needs to learn not to read a particular book but to *read*. More practice should be given in reading easy passages previously unseen. If a senior pupil cannot read such a passage readily and intelligently, then he cannot read. Selections for reading should not be difficult—plenty of easy, interesting reading will be found more effective than a painful floundering through a quagmire of difficulties. The aim and effect of silent reading is not yet properly understood. As almost all reading in after life takes this shape, it is plainly of great importance. Story books might be read silently, and not used as text books. In a story book a lot of ground should be covered, the pupils should be interested in the narrative, and, if an occasional obscure word is met with, it is better "to take no note of it, but let it go."

*Handwriting* is good. The method of teaching writing from the blackboard is not yet thoroughly understood. It certainly does not consist in writing a copy on the blackboard and then permitting the pupils to stumble along unaided. Very often one has to complain that boys and girls are allowed to stoop over the desks in such a fashion as to contract their chests. An easy, upright position is not enough insisted on.

*Composition* also is satisfactory. The practice of oral composition in the junior standards has certainly led to an improvement in the work of the seniors. I sometimes come across schools in which compositions are always written out twice, the first being a rough copy, the second a careful one. This is not a good plan. The first copy is really the important one, and pupils should be trained to write it carefully. Re-writing is only necessary when the composition has been very careless, and should be more or less in the nature of a punishment.

*Mental Arithmetic*—that part of *arithmetic* which is most useful in after life—is well taught. The teaching of the other portions of the subject seems to be in an unsettled condition. Text-books are too much used. Picking one up some days ago I counted the "sums" in Simple Multiplication. They numbered over 500. It is safe to conjecture that before reaching the end of these

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500 sums the pupil would be tired of Simple Multiplication and existence generally. A floor lesson in *arithmetic* very often differs from a desk lesson merely in the fact that it is more uncomfortable.

I never see girls working complicated sums in fractions or extracting cube root without wondering whether this is of any benefit. I find girls whose finances will run into some shillings a week transferring enormous sums from the 3 per cents. at 88 to the 2½ per cents. at 85, and so on. Questions suitable for standard VI. would hopelessly floor the best and most capable business men. What do our pupils want with them? It will be said that these sums give a certain amount of mental training. With regard to this I offer no opinion. I do not deny that the subject has a certain mysterious attraction for children. Most likely there is an amount of excitement in hunting after the correct answer. This is the same feeling which prompts people to solve riddles in the weekly newspapers.

I am strongly of opinion that the course in *arithmetic* for senior girls should be much curtailed. The average girl at an Irish National school becomes the wife of a labourer or farmer. In this station the knowledge of how to cook bacon and cabbage will be much more valuable than the most intimate acquaintance with recurring decimals.

With regard to *grammar*, I agree with Mr. MacMahon. He says:—

"The teaching of *grammar* has been very much improved in the better class of schools. The studying of text books has been abolished. Mere lip knowledge of grammatical definitions has disappeared. These have been replaced by conversational lessons, tests in correction of local vulgarisms, oral composition and analysis."

The teaching of *geography* might be improved by better preparation for class lessons, by the surrender of text-books, and by an endeavour to make the lessons more interesting and attractive. Map drawing is not enough practised. A pupil will remember much better what he sees than what he hears. At a recent Teachers' Conference in Newcastle West a paper was read which expounded in detail a most intelligent and attractive method of teaching *geography*.

In the hurry of a general inspection it is not often possible to give as much time as one would wish to *elementary science*. It is often a matter of wonder to me that teachers who have been provided with all the proper apparatus are not keener to take advantage of it, and to pursue their studies and researches. It ought to be an interesting and attractive occupation for leisure time. Important discoveries have been made by scientists equipped with no better apparatus than that supplied. There certainly are teachers who take a strong interest in science and who contrive to infuse that interest into their pupils, but these



are the minority. Too often it is regarded as mere task work. The great mistake made in teaching *science* is that it is not considered in connection with everyday things, but as something remote and unpractical. Failure to show what science leads to, what its bearing is on the world around us, is failure to teach the subject.

Experiments are too often attempted without a previous unfurried rehearsal, and this occasionally leads to disaster and expense.

In *drawing* one already sees proofs of the success of the system lately introduced. Pupils like to draw things, not to copy drawings of things, and there can be no doubt of the increased attractiveness of this subject.

With regard to *singing* and *needlework*, I shall presently quote from Mr. MacMahon.

No subject has made as much progress as *cooking*, and this is particularly the case in County Limerick. My inquiries lead me to think that, of all the subjects on the programme, it is the one that girls like best. Sometimes the school is fitted with a range, sometimes the range in the teacher's residence is utilised, and sometimes, when turf is available, the cooking is done on the open hearth. I think highly of the latter method. It resembles that which prevails in most small houses in the country, and produces excellent results in the Dutch oven style. I find that the girls very often cook at home the dishes they have been taught to cook at school. I am invariably told that their efforts have been pronounced very good and devoured to the last crumb.

Mr. MacMahon writes as follows:—

"I have no hesitation in stating that I find everywhere evidence of the value of the new system of teaching. This appears especially in two branches. The first is in the more widespread power of acquiring information from a book by silent reading, the other is in the oral and written expression of the pupil's thoughts in his own words. A few years ago it was impossible to get a pupil to tell you in his own words what he was reading. His attempts at oral composition were extremely feeble. This has now been greatly changed.

"The teaching of infants has manifestly improved in those schools where the junior assistant mistresses had the advantage of a short course of lectures from the Organizer. The teaching of infants in boys' schools in the Limerick portion of my section has suffered acutely from the local objection to the appointment of a junior assistant mistress in a boys' school. A similar local objection prevents the exercise of rule 127b. So that the net result is that the infants are left usually to be taught by an unpaid monitor from any class from the second upwards. The crude efforts at teaching a class of infants, admittedly the most difficult of all to teach, made by a boy of 11 or 12 years old, are ludicrous, and necessarily of no value whatever from an educational point of view.

"Vocal music is almost universal here and is generally good, and in a good many schools excellent.

"Needlework is being taught on better lines generally. There are more demonstration specimens in use. The blackboard is made more use of. The division of each month's work into sections is a thoroughly sound suggestion made by the organizers here, and it has borne good fruit.

"The 'Notes for Teachers' does not get the attention it deserves. Far too many of the teachers are too timorous to study it and act on its

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McMahon.  
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Mr. J.  
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suggestions, preferring to hear their inspector's version of it. Unfortunately, in not a few cases, I had ocular demonstration by the unused appearance of the book that it had never been read. Those teachers who have studied it carefully have been well repaid for their trouble by good reports, progress of their pupils, and comfort in their work."

Organi-  
zation.

We agree that there is a fairly general improvement in organisation. The advantages of grouping have been recognised, and it has been taken advantage of in all subjects except *arithmetic*. One rarely finds a deviation from the time table, and in well-conducted schools it is to be observed that the pupils themselves are thoroughly familiar with the routine of work. Sometimes one finds a want of smart management in the arrangements for change of classes, distribution of copy-books, etc., but most teachers are aware of the necessity for alertness and precision in these matters.

Monitors.

The training of monitors and pupil teachers must be pronounced satisfactory. Criticism lessons are regularly given, but Mr. MacMahon finds that the notings of the teachers are chiefly remarkable for their brevity. Nothing pays a teacher better than to take care that a monitor is able to conduct a lesson effectively. Criticism lessons, if properly carried out, should be useful to all the members of the teaching staff.

Optional  
and extra  
subjects.

With regard to optional and extra subjects Mr. O'Sullivan writes:—

"The optional and extra subjects taught in this section are *geometry*, *algebra* and *Irish*. During the year ended 30th June, 1908, I examined 94 classes in *geometry* and *algebra*, and 82 classes in *Irish*. As I have to furnish a special report on *Irish* in co-operation with Mr. Mangan I shall not refer to it further. The proficiency in *geometry* and *algebra* was satisfactory on the whole."

Mr. MacMahon writes:—

"*Irish* is taught in the great majority of the schools here, and the Organizers report very favourably on it. *Mathematics* is taught in only a few of the best boys' schools, and wherever taken up it has been a great success."

Evening  
Schools.

There are 13 evening schools in Mr. MacMahon's section, and 29 in Mr. O'Sullivan's. Mr. MacMahon reports that good work is done in all these schools, and Mr. O'Sullivan that circumstances with regard to night schools are pretty much the same as in past years. Mr. O'Sullivan also refers to the heavy work caused when night schools are numerous, as in West Clare.

I am, Gentlemen,

Your obedient servant,

J. McNEILL.

The Secretaries,  
Education Office.

DUBLIN,

August, 1909.

Mr. D.  
MANGAN.

GENTLEMEN,

I beg to submit the following General Report on Irish in National Schools during the year ending June 30th, 1909.

The report contains not only my own views on the teaching and the general position of the language in the schools, but the views of inspectors who deal with Irish classes, and those of the Organisers of Irish Language instruction.

Compared with last year, there is a substantial increase in the number of schools that have taken up Irish as an extra subject for fees, and the number of bilingual schools has increased also. The Table appended to the report will give some details to show this.

The inspection of the Irish classes in Dublin, Meath, Wicklow, and Wexford was entrusted to myself this year. To the Organisers were assigned the duties of inspecting and organising classes in certain other counties, and the local inspectors, when they were competent to do so, looked after the classes in their own schools.

Distribution  
of work of  
inspection.

I visited over 200 schools during the year. During these visits, and wherever I thought it necessary, I gave what help I could towards improving the methods of teaching and making good work better.

The Organisers visited schools, gave model lessons, and brought the teachers into touch with approved and up-to-date methods of language-teaching. As, however, some of them have wide areas to go over, and all of them have a good many schools to attend to, they cannot visit as frequently as one would desire, and their general usefulness is restricted accordingly. But they do all they can to promote the teaching of Irish, and they are solicitous for its success.

They are of opinion that the instruction given is, on the whole, fairly satisfactory, though Mr. Morris says that there is still much to be desired in this connection, and Mr. Falconer criticises, somewhat adversely the teaching of reading and pronunciation, and is not favourably impressed with the proficiency in the other sub-heads of the programme, especially in the classes reading the senior courses. All admit that *written composition* is inferior, and that more time and closer attention should be given to it.

Instruction

Some of the inspectors who favoured me with their views on this matter do not report favourably of the instruction.

Mr. Murphy, senior inspector of one of the Dublin circuits, says that—

"Much of the instruction is of an indifferent character."

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Mangan.

Mr. Lehane, one of the inspectors in the Tralee circuit, writes that—

"In some schools Irish is well taught, while in others the teaching is not satisfactory."

Mr. Fitzgerald, who has charge of the schools in the northern portion of the same circuit, states—

"The general impression left on my mind is one of disappointment as regards the teaching of Irish as an extra branch in this County (Kerry), and that portion of the County Limerick situated in Circuit 20. In some schools the teaching is all that one could desire, but in the large majority it is mediocre or worthless."

Mr. Little, however, says that Irish is more successfully taught in the schools in his charge than any other subject, and Mr. Newell, speaking of the schools under his supervision, states that—

"Irish is taught intelligently and effectively"

in a considerable number of them,

"While in several others the results are fair or thereabouts."

Both Mr. Newell and Mr. Little are inspectors in the Donegal circuit.

Speaking for myself, and in the light of the experience I have had from visits paid to schools in my own area, as well as to schools situated in other parts of the country, I regret I cannot report favourably of the teaching or of the progress made in the greater number of them. The character of the work was generally disappointing. In not more than 20 per cent. of them was it, as at present carried out, calculated to benefit the education of the children, or to promote the advancement of the Irish language. Among many reasons that might be advanced to account for this unsatisfactory state of things the principal are the following:—

- 1st. Bad methods of teaching;
- 2nd. The giving of insufficient time to the teaching of the subject;
- 3rd. Want of suitable preparation for his work, as well as want of knowledge and earnestness on the part of the teacher;
- 4th. Too close an adherence to what was a mistaken view of "Direct method" teaching;
- 5th. Distaste for the study of Irish on the part of the children.

To these may be added, as contributory causes, the irregularity of the attendance of the pupils, the want of adequate co-operation on the part of parents, and the lack of local interest in the study of Irish.

Where the work was good—and it was very good in some cases—it was a pleasure to see the smartness and alertness of the children, their self-reliance, and the frankness and courage with which they gave their answers when questioned. It is a fact worthy of note in connection with this that the schools in which Irish was taught with success were conducted with success also in every other respect.

It may, I think, be stated generally, that Irish is taught with some success where it still lives, and where the teacher is earnest and otherwise well qualified for his work, but that there is considerable lee-way yet to be made up in the other parts of the country.

There are two methods of teaching employed in the schools—the “Direct method” and the “Translation method.” The former, where used, is mainly confined to the junior courses, and all admit its suitability here. There seems to be a general opinion that the exclusive use of the Direct method would be preferable to the exclusive use of the Translation method, but that, for the present, a judicious blend of both methods would be productive of better results than the exclusive use of either. Teaching on the lines of the Direct method alone has been a failure in the big majority of the schools visited by me. This was not due to any faults in the method itself, but to the teachers’ misconception of its requirements and of the underlying principles on which it is based.

Methods of  
teaching.

Some thought they had nothing to do but take up a pen or some other common object and ask the children *what* it was: sometimes they went as far as to ask them and teach them *where* it was and what was its colour. *They* went no farther. Others were of opinion that *grammar* and *written composition* formed no part of this system of teaching, and that if they got the pupils to give some disconnected sentences in Irish in answer to their equally disconnected questions, *that* was all that was necessary. Others, again, limited its possibilities to questioning on the matter of the lesson read. The questioning of these latter always required answers to be given in the exact words of the book. Sometimes the actual sentence read was the answer. The children got to know that the questions asked were always correctly answered in the very words of the sentence questioned upon, so much so that if a question having no bearing on the sentence was asked the answer was the same. Others would not use a word of English to explain what was obscure or unknown in the Irish matter read, even when common sense and absolute necessity urged it. I have heard teachers asking questions in Irish of pupils who did not understand a word of what they were saying, and I have sometimes heard children give correct answers to questions they did not understand. This happened in schools where the teacher had an excessive love for the Direct method teaching, and believed that the more Irish he spoke to the pupils the more of it would be taken in by them.

Teaching on the lines of the Direct method requires for its success more than the average teacher of Irish is aware of.

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Mr. D.  
MANGAN.

It requires skill and intelligence, the preparation of a carefully arranged scheme of lessons, and a reasonable amount of time for teaching the language. It likewise presupposes fulness of knowledge and a firm belief in the efficacy of the method as an instrument of instruction. All these conditions for success are rarely present, and hence it is, I suppose, that this form of teaching is making small headway in the schools.

The "translation" method prevails in most of the schools under Mr. Fitzgerald's supervision; and from what I can gather it is used more extensively than the other method in the majority of schools throughout the country.

Mr. Falconer, contrasting the comparative merits of the two methods, writes:—

"Pupils who have been intelligently taught on the translation method have a good understanding of the vocabulary, idioms, and constructions of their text-books. They can translate both into English and Irish sentences similar to those in their books. They can, however, make no attempt to speak Irish, and do not, I think, take anything like the same interest in the language as do those who have been well taught on the 'direct method.' I believe, too, that they forget their knowledge sooner.

"Those well taught on the direct method have a better grasp of vocabulary, idioms, constructions, due partly to the more interesting nature of the lessons, but chiefly to the fact that they are taught to make use of these words and phrases in conversation."

As time goes on, and teachers get more experience and become more conversant with language teaching, I am sure the advantages of the Direct method system will appeal to them, and they will use it to a greater extent and with better success than they appear to do at present.

Teachers.

Be the system what it will, it must depend for its success or failure on the teacher. He is the pivot on which the whole machinery turns. If he possesses the necessary qualifications he is more likely to succeed than if he is only a learner of the language himself. In many of the schools under my personal supervision teachers have the Board's Certificates: in some they have no qualifications, and are quite incompetent to teach Irish. All are, I feel sure, anxious to improve their methods, where they are defective, and their knowledge, where it is weak.

They are beginning, in some cases, to make preparation for their work and to put some thought into their teaching, but this is, as yet, of a spasmodic and perfunctory character in most instances. On the whole the qualifications of the teachers are limited by the want of special training in the teaching of a language different from their own, and teachers with the Board's Certificates sometimes show great weakness in this respect.

There is evidence, however, that many of the young teachers, and not a few of the old are making commendable efforts to improve their knowledge and methods of teaching. These attend classes in Irish wherever they are convenient, and go, at much expense and the sacrifice of their summer holidays, to the "Irish Colleges" for a session.

There is no subject to which more intelligent attention is given at present, by many teachers, than Irish, and this is a hopeful sign for the future of the language. Mr. D. MANGAN.

The teachers who are native Irish speakers require special training in language teaching to as great an extent as those who have acquired the language by study. They often presume too much on their oral knowledge of the language and neglect the preparation that all should make who wish for success. Yet they are very often ignorant of Irish grammar, and cannot write a simple letter in the language with any degree of correctness. The worst teachers of Irish I ever met were amongst the native speakers.

In some schools where the ordinary teachers know no Irish, Extern teachers.  
extern teachers are employed for the instruction.

Though they possess many qualities essential for success, their work, on the whole, is ineffective. The time at their disposal is insufficient; they are not able to control the pupils or influence them as the ordinary teacher can: the majority of them have but little experience of teaching, and some of them are, I am informed, occasionally thwarted by the teachers of the schools they visit instead of being aided and encouraged by them. All give them credit for enthusiasm and a fluent knowledge of Irish, as well as for an earnest desire to spread the study of it, and it is generally admitted that if the teachers of the schools co-operate with them, their efforts are not in vain.

Irish is not taught as an optional subject in many schools. Irish as an optional subject.  
In some places it is taught to the standards below the third, as a preparation for its teaching as an *extra subject*, or for the introduction of the bilingual programme. It is seldom, however, that a definite course is followed, and much of the work done is, accordingly, of little use.

Teaching of Irish as an *optional* subject only, in standards above the second, is more or less of a sham: there is nothing sincere in it, as a rule, and it is not taken seriously by the teacher. This, I have no doubt, will continue until the teacher is held responsible for the effective treatment of Irish as of other subjects taught inside school hours.

The time devoted to the teaching of Irish as an extra subject varies from two to five half-hours a week. I seldom find satisfactory work done where only two half-hours are given to the teaching. And where there is more than one course to teach, and only one teacher to give the instruction, satisfactory progress cannot well be made if less than half an hour is allowed each school day for the lessons. Time devoted to Irish as an extra subject.

Most of the teaching at present in the schools I have inspected is confined to the third and fourth standard courses—the higher courses not being met with except in a comparatively small number of them. This would seem to be typical of the teaching of Irish throughout the country. Courses taught.

Mr. D.  
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The abolition of fees for *extra subjects* a few years ago led to the dropping of Irish in a considerable number of schools. When the fees were subsequently restored, the teaching of Irish was revived, but teachers commenced with the lowest course for which a fee was payable, putting all the pupils eligible into this course. So that in cases like these, it will take a few years more before, in the ordinary course of things, there will be a sufficient number of pupils qualified for instruction in the higher grades of the subject.

In some schools, too, especially in the Irish-speaking districts, the attendance in the higher standards is so small and so fluctuating that it would not be worth the teacher's while to take up the higher courses. There are also places—large schools especially—where instruction in the higher courses cannot be given owing to the want of a sufficient number of teachers among the staff who are competent to give it.

It is to be hoped that before many years elapse instruction in the fifth and sixth standard courses will be common, for it is only when these courses are taught that really useful work is done, and that a proper grasp of Irish as a literary language is obtained.

Then only can *grammar* and written composition be systematically and thoroughly taught. When this time comes I hope that both these important branches—the latter in particular—will receive more thoughtful treatment and greater consideration than they are receiving at present.

Bilingual  
schools.

There were 170 bilingual schools in operation throughout the country on the 30th June, 1909.

I visited seven of these in Donegal, three in Mayo, and nineteen in Galway. In many of them the work was good, in others it was only fair, and in a few it was exceptionally satisfactory. In some of them there was a tendency to use Irish during the Irish lesson only, and to teach all the other subjects through the medium of English. I believe, however, that this state of things is passing away, and that there is a praiseworthy attempt being made to use Irish now in the general teaching as well as English. In the course of time as the teachers become more expert in the use of technical terms, and more thoroughly acquainted with what bilingualism requires, still greater improvement will be made. This improvement would be accelerated if a supply of suitable text-books in Irish on the various subjects of the school programme were available.

The want of text-books is a serious handicap at present. The formation of bilingual societies in which papers dealing with the teaching and treatment of the various school subjects would, now and again, be read and discussed in Irish, ought to remove this handicap and afford the members suitable opportunities for hearing and noting the various technical terms required by them for the purposes of teaching in their schools.

I found a few schools where the teaching of the bilingual programme was unsuccessful owing to the veiled hostility of the staff and the want of sympathy shown by them for it. Some-



times the programme was introduced into schools where the only qualification for its successful teaching possessed by the teachers was an oral knowledge of Irish. They had no grasp of Irish as a literary subject, knew no formal grammar, and could neither spell nor write the language. The work done in such schools as these was not satisfactory.

Occasionally I met with cases where the programme was in operation, although the pupils in the junior classes could speak no Irish and could not, in most instances, even understand it. To do justice to it under such conditions was very hard indeed, and beyond the power of any teacher except one of more than average ability.

Where, however, the conditions were favourable and the teachers earnest and well-equipped for the work, bilingual teaching is, and will be, a success. I need only instance the Spiddal Boys' School to prove this.

One thing that struck me beyond all others in the best bilingual schools was the excellent reading of the pupils in Irish. It had expression and intelligence such as springs from a thorough understanding and appreciation of the matter read. It was, in my opinion, superior to the reading of English by children of the same age in English-speaking schools.

The naturalness in the reading of Irish has, in many schools, banished the sing-song monotonous reading of English, and where there was only an indistinct mumble before there is intelligence now.

The teachers of these schools informed me that the pupils have a better grasp of English and greater mastery over it now than they had when the ordinary programme was in operation.

Mr. Fitzgerald's observations on this subject are:—

"The bilingual schools are doing good work. I find that the schools have distinctly improved since the introduction of this programme. The younger children are being taught much that had hitherto to be deferred until they had acquired a working knowledge of English. One feature by which I have been particularly struck is the readiness of these children to carry on conversation in Irish about things with which they are familiar. They are not afflicted with the shyness which characterises children of the same age in English-speaking districts. The advanced pupils, too, are diligent and earnest, and appear to feel proud of their knowledge of two languages. They are making good progress in English; indeed, they are getting through quite as much English and doing it quite as well as schools in which the school work is done in English exclusively. In one of these schools—*Ferriter Girls'*—the general education of the children is superior in English to what it is in all the English-speaking schools of this section of Circuit 20, Convent schools not excepted. And their knowledge of Irish is equally good."

Mr. Little says that the bilingual programme is taught with varying success in forty-four schools in his section. The shortcomings of teachers, the strangeness of the programme, want of suitable Readers in Ulster Irish, local circumstances of an unfavourable kind, all acted as drawbacks to success; but "taking a general view of the whole section" he is satisfied "that the result is favourable, and that the bilingual system as an educational move has justified itself."

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Mr. Fenton is of opinion that:—

"Bilingual teaching under favourable conditions brightens school life and raises the general tone and happiness of the school."

He further states it makes for the "advance of self-respect" among the children "to find the medium of communication of their parents in the honoured place at school."

Mr. Cleary says that in some of the bilingual schools he visited he

"noticed that wrong notions prevailed in the teaching of arithmetic to the junior pupils, and there was the usual want of system in the teaching of written composition."

Farther on he writes:—

"A want of a proper appreciation of the meaning of bilingualism leads to a want of balance and proportion in the teaching. It is not to be expected that a teacher can make a success of the bilingual programme who does not combine a good oral knowledge of the language with a good grasp of its literary construction."

Evening  
schools.

I inspected Irish in two evening schools during the year. There was not much done in either, and the little that had been done was not known by the pupils.

There is a general opinion that in the Irish-speaking districts where most of the students have an oral knowledge of the language already, the teaching of the subject is a success. In most English-speaking districts this is not so. Mr. Little says that pupils who attend for a second session make progress enough to enable them to read a fairly difficult text-book.

Mr. Fenton states the pupils take great pleasure in romantic Irish tales, and he mentions a school where the pupils were so delighted with "The Lay of Oisín on Tir-na-nóg," that they took it home in turn—there was only one copy available—and read it for the household. He mentioned an objectionable practice which he noticed in some schools, namely, the reading of the same short story, year by year, by the same pupils, even when the work was declared "good" in a previous year.

Mr. Deeny attaches but little value to the instruction given in Irish in evening schools. He says the time given to it is too short:—

"There is no graduated programme, and the pupils are frequently kept at the same course year after year."

Mr. Morris gives expression to more favourable views, however. For he states that in most of the twenty-two schools visited and examined by him the work done was successful and creditable, and that Irish seemed to be the life and soul of them all, especially of those in the County Tyrone.

Personally, I am of opinion that the teaching of Irish in evening schools where the ordinary everyday language of the pupils attending is English is, of necessity, unsuccessful. There may be places here and there where the enthusiasm of the teacher for Irish communicates itself to the pupil, where the local manager is anxious for the advancement and study of Irish, and where local interest in general is favourable to the spread of it. In these places there is every prospect of success if the language is taught in the evening schools.

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Mangan.  
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On the question of local interest in the teaching of Irish, Mr. Lehané writes of his district:—

"Feises are held, and travelling teachers are employed in the district. Money has been provided locally for these purposes. The fact that this money is provided is evidence of local interest. The language might, however, be much more extensively spoken than it is. There are thousands who can speak Irish, but will not or do not."

Local  
interest.

Mr. Fitzgerald says that local interest has a close connection with the work done in the school. He mentions that successful *Feiseanna* are annually held in Listowel and Tralee, and that a cup—the gift of the Kerry County Council—is awarded to the school which obtains first place for all round excellence at the competitions which take place at these gatherings—the competitions including Irish history and singing.

Mr. Little's remarks are:—

"There are only two classes of people in this section—Roman Catholic clergymen and Roman Catholic teachers—who have taken a general interest in the revival of Irish. Labourers, farmers, artisans, shopkeepers and professional men may or may not agree that the movement is worthy of support; they will even subscribe to a Gaelic League collection if influentially asked to do so. But those who are willing to go farther than this, to learn the language themselves, or see that their children learn it, are very few in number.

"I doubt if there is a single school district in this section, except, perhaps, in the neighbourhood of Claghaneely Irish College, where the parents, of their own motion, would protest against the complete discontinuance of Irish teaching."

The fact that extern teachers are appointed and paid by local committees is to most of the Irish organisers proof of local interest in the teaching of the language. The holding of *Feiseanna*, and the giving of prizes to school-children for excellence in Irish, are likewise regarded as proofs of the existence of such interest. And so they are.

There is a growing interest in this question of the revival and teaching of Irish. But I have doubts as to whether it is yet as deep and intense as some people say it is.

I know, as a matter of fact, that there are places in my own special area where local feeling, if it exists at all, is colourless or indifferent. I wish it were otherwise. An active interest in educational matters is not, however, often met with among the rank and file of the people. Education is left to the local priest

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and the teacher. Where these are in favour of Irish and earnest in its advancement, a great deal is done towards the creation of a practical local interest in its favour. Where they are careless, local apathy is, generally, the result.

I believe, with Mr. Morris, that of such local interest in education as exists, Irish gets its normal share, sometimes a good deal more, but sometimes a good deal less.

Effects of  
the study  
of Irish on  
the minds  
of the  
children, &c.

The study of Irish affords a mental training and discipline of a very useful kind. Where the subject is well taught, the children seem quicker and more intelligent than the average, and teachers have often informed me that they attributed a good deal of their success in the teaching of other subjects to the influence of the study of Irish on the pupils. Irish stimulates the thinking faculties, sharpens the wits, and fosters concentration of attention on the part of those who are working at it.

In Irish-speaking places, and in those places where only the parents of the children know Irish, the reading of Irish stories with a local colouring affords a good deal of pleasure to young and old, and never fails to interest the parents in the school and the work that their children are doing there. Here, indeed, as Mr. Fenton says, Irish exercises a humanizing influence and tends to link up the home and school in a way that all would desire to see more general and more marked.

King's  
Scholarship  
Examina-  
tions.

Over a thousand candidates presented themselves last Easter in Irish at the King's Scholarship examinations. The general character of their answering was good, and in many respects superior to the answering of those who came up for examination the year before.

I am, Gentlemen,

Your obedient Servant,

D. MANGAN.

The Secretaries,  
Office of National Education,  
Marlborough Street, Dublin.

Table showing the number of Schools in each County where Irish was taught as an Extra Subject for Fees during the years 1907-8 and 1908-9 respectively, as well as the number of Bilingual Schools in operation on the 30th June of the same years.

County.	Number of Schools in which Bilingual Programme was taught in		Number of Schools in which Irish was taught as an extra subject for Fees.	
	1907-8.	1908-9.	1907-8.	1908-9.
Galway, . . . . .	18	44	248	242
Mayo, . . . . .	8	20	219	256
Sligo, . . . . .	—	—	87	85
Leitrim, . . . . .	—	—	8	15
Roscommon, . . . . .	—	—	92	69
Waterford, . . . . .	2	3	30	43
Tipperary, . . . . .	—	—	89	120
Clara, . . . . .	1	3	130	161
Limerick, . . . . .	—	—	120	126
Cork, . . . . .	6	12	293	330
Kerry, . . . . .	20	33	147	181
Donegal, . . . . .	55	55	83	89
Derry, . . . . .	—	—	15	22
Antrim, . . . . .	—	—	27	27
Down, . . . . .	—	—	31	28
Armagh, . . . . .	—	—	34	36
Monaghan, . . . . .	—	—	40	57
Tyrone, . . . . .	—	—	45	56
Fermanagh, . . . . .	—	—	15	29
Cavan, . . . . .	—	—	12	21
Louth, . . . . .	—	—	35	54
Meath, . . . . .	—	—	16	24
Westmeath, . . . . .	—	—	27	30
Longford, . . . . .	—	—	14	17
Dublin, . . . . .	—	—	69	71
Kildare, . . . . .	—	—	17	19
King's Co., . . . . .	—	—	21	42
Queen's Co., . . . . .	—	—	29	29
Carlow, . . . . .	—	—	34	31
Wicklow, . . . . .	—	—	20	13
Wexford, . . . . .	—	—	54	66
Kilkenny, . . . . .	—	—	36	48

Miss  
FENNIEGAST,

EDUCATION OFFICE,

July, 1909.

GENTLEMEN,

I beg to submit a general report upon the progress of industrial instruction during the past year.

Occupations  
of Staff.

Throughout that time my staff of assistants has continued to be busily engaged upon the duties entrusted to them; they visited a large number of schools for organization and improvement of needlework, bringing help to the mistresses in every way possible by model lessons, expositions of method, hints for the correction of defects, and such advice and suggestions as seemed most likely to benefit and advance the pupils. Each took her share in the marking of the specimens executed at the Easter Examinations, and Miss Cullen also gave me valuable assistance in marking the tests of the Training College students in July.

Work done  
by King's  
Scholars,  
July 1908.

With regard to the quality of the work executed by King's scholars at this examination, both Miss Cullen and myself were of opinion that it was less satisfactory than we have found it for some years past, and conveyed an impression of having received less care and practice. A curtailment of the time formerly given to this subject would account for the falling off. *Darning* had noticeably deteriorated in both divisions; and first year candidates were below the usual level in *knitting* and *cutting-out* also. A large number of the stockings produced by these students were defective in method and proportion. The texture of the work was hard and close, without elasticity and frequently left much to be desired. This defect seems as if it must often escape the observation of College teachers of needlework, since it could, generally, be remedied by the use of coarser needles, and yet this easy way of improving it is not resorted to.

Work of  
candidates  
at Easter,  
1908.

This defect was, also, only too frequently to be met with in the work of the Easter candidates. With these, too, *darning* was of less satisfactory quality than was exhibited in 1908, and a very large proportion of the darns were unfinished, many little more than begun. Early in the period of marking, we thought that the work (at Easter, 1909) was likely to prove of a very mixed character; but when most of it had been gone through we all came to entertain the opinion that the keynote of the year's work was respectable mediocrity—failures were comparatively few, but conspicuous merit was rarely found.

I am often met, in schools, with requests for a *really good* sewing or darning specimen executed by a candidate at the Easter Examination (the very best is required, though there may be little chance of the mistresses present being able to emulate it), and many times I have to explain that such specimens are, truly, like angels' visits, few and far between, and that the great bulk of the

good patterns given away by my assistants and myself come from the Training Colleges—without which, so far as these incentives to improvement are concerned, we should be poor indeed—which gives a second reason for regret at the falling off in the darning or sewing of the King's Scholars! I do not think that due attention to the four branches of plain needlework, which a mistress is required to teach, can be satisfactorily combined with the devotion of a good part of the year to fancy work—in the present strenuous times.

Miss  
Presznergart  
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With regard to the work of my assistants, their principal occupation, the organization of schools, has been energetically carried on, the total number visited during the year being 1,411; of these 70 were convent National schools, and 1,341 ordinary—among which I have included model schools.

Of these Miss Cullen (Centre Dublin) visited 341—28 convent and 313 ordinary—of that number those visited for the first time were almost all schools in which junior assistant mistresses had been rather recently appointed. It is now, indeed, so usual for managers to take advantage of the grant for one of these young teachers when a school reaches the required average, that one is astonished to find, here and there, a school entitled to this assistance which is still left without it.

Organization  
of Schools.

The schools visited by Miss Cullen are classed as follows:—convent National schools, "Excellent," "Very Good," or "Good," 16; "Very Fair," or "Fair," 11; "Middling," 1; ordinary schools, "Excellent," "Very Good," or "Good," 83; "Very Fair," or "Fair," 208; "Middling," or "Bad," 22.

Miss Hogan (Centre, Sligo) visited 333 schools, 14 convent and 319 ordinary. Of the convent schools 10 were classed "Excellent," "Very Good," or "Good"; 3 "Very Fair," or "Fair"; and 1 "Middling"; of the ordinary schools she judged 132 to be "Excellent," "Very Good," or "Good"; 164 to be "Very Fair," or "Fair"; and 25 "Middling" or "Bad."

Miss Lee (Centre, Cork) visited during the year 384 schools, of which 18 were convent and 366 ordinary. The convent schools were classed as follows:—"Excellent," "Very Good," or "Good," 13; "Very Fair," or "Fair," 4; "Middling," 1. Of the ordinary schools 151 were "Excellent," "Very Good," or "Good"; 184 were "Very Fair," or "Fair"; and 31 were "Middling," or "Bad."

The number of visits made by Miss Glynn (Centre, Belfast) during the year was 353; of these 10 were to convent National schools, and 343 to ordinary schools. Judgments assigned to convent National schools were "Excellent," "Very Good," "Good," 5; "Very Fair," or "Fair," 3; "Middling," 2; and to ordinary schools, "Excellent," "Very Good," or "Good," 110; "Very Fair," or "Fair," 195; "Middling" or "Bad," 38.

This classification appears, at first sight, to indicate a more flourishing state of things than actually exists. During this year my assistants have received instructions to mark solely upon the

Miss  
PENDERGAST.

work actually found and examined in each school, which may be in one branch only out of the four obligatory, viz., sewing, knitting, darning, and cutting-out. Thus, if an assistant visiting, let us say, towards the end of March, finds that sewing, alone, has been taught up to this period, and that its quality is satisfactory, she must mark that school "Good," though she is quite aware that, in the eleven or twelve working weeks which will elapse before the close of the school year, there is little chance of the teachers being able to bring the three neglected branches up to a similar level—and can, unfortunately, occasionally foresee that the teacher does not intend to try! In this way a good deal of neglect sometimes escapes censure, and a more favourable complexion is put upon things than they have any right to wear. When I visit, in June, schools in which practice of darning (for instance) and cutting-out has been left over until the previous month, I find a very elementary knowledge of these useful arts as yet existing among the pupils of 5th and, perhaps, higher standards.

The most systematic way of carrying out the needlework programme, and that which I especially wish to see introduced, is the teaching every month of part of the course of instruction arranged in each branch for each standard; this plan, when adhered to with reasonable fidelity, ensures that nothing is slighted, and nothing is crammed. Mistresses of schools who, at my request, tried the arrangement, told me that they found it to work well; without too frequent a change of occupation (which does harm by not giving time for the forming of good habits by practice) there was sufficient variety to prevent the pupils from acquiring a distaste for the monotony of returning, each work day, for months together, to the same subject. This arrangement also guarded against a possibility that not infrequently occurs when a month, or so, is devoted to one branch, which is ignored for the rest of the year—that is, the absence, through illness, or other cause, of pupils during all, or nearly all, of that month, and their consequent crass ignorance of the subject taught—darning, turning the heel of a stocking, or whatever else it may be. If some instruction in each subject is given every month, no girl who attends fairly well can be left quite without knowledge of it.

But, until the plan is more generally followed, there will always be a good many cases such as I have alluded to—schools in which one branch is sufficiently well taught, the others slighted, or, perhaps, neglected utterly. I found an entry in one of my assistants' reports to the effect that, in the particular school with which her report dealt, no darning had been taught for two years previously, and my own experience leads me to think that this was by no means an isolated case. When an inspector's visit happens to fall in, let us say, April, he is told that darning will be taken up immediately, and the seniors will be quite proficient in it before the end of the school year; calling again in September, he hears that the subject was well practised in May and June, but, before the vacation in July, all the old bits were



Miss  
PARNIDGE.

cleared away, and the children have been sewing since their return. Unless (which may not be in his power) he arranges a "surprise visit" to that neighbourhood, he has no opportunity of observing how small is the amount of practice—and proficiency—obtained in that branch before the close of the year.

On the other hand, there was, of course, a difficulty in lowering the mark because of backwardness in one or more branches when sufficient time remained to admit of their being satisfactorily advanced before the end of June, and less than justice might be meted out to a well-disposed mistress who had no intention of shirking her duty of teaching, later on, the branches not yet dealt with—and this, no doubt, led to the injunction to mark with reference only to the portion of the programme taught. Such marking is, however, misleading as a record of the general condition of needlework in these "one-branch-at-a-time" schools, since many of them arrange to teach one branch nearly *all* the time—a plan which leads to unsatisfactory results.

It is for this reason that I feel obliged to insist upon the fact that the judgments recorded by my assistants for some time past cannot, in a good many cases, be taken as indicating the general character of needlework instruction, as they have been based upon the proficiency found in one branch only, out of the four which should be taught. Sometimes an assistant is informed that *all* the branches have received attention, but that knitting has been "taken home," and darning and cutting-out specimens have been destroyed, as the better ones, to be done in the future, are those which the teacher proposes to keep for the inspector's examination. In that case, unless the assistant has time to give tests in these subjects to the pupils (not always possible when two schools have to be visited daily, and often a good many miles driven), she has no means of judging of the character of the instruction, or of how far the pupils have profited by it, beyond the statement of the mistress—who is very liable to take a quite too favourable view. Sometimes, when the test is applied, results do not come up to the roseate expectations raised—in fact, they are of a nature to surprise and disconcert a sanguine teacher. She cannot understand (she declares) how it is that such deplorable deterioration can have occurred! The organiser, however, can.

Conferen-  
held with  
Assistant

I held a conference with my assistants on January 1st, and part of the following day, when we discussed various subjects connected with school work, trying to find remedies for the defects observed. One of the weak points touched upon was the want of sufficient knowledge of good methods and intelligent ways of imparting instruction on the part of many of the junior assistant mistresses now so frequently responsible for the teaching of needlework in the smaller schools. Very often these young mistresses are in no way to blame for these wants; their duties are done to the very best of their ability, but they themselves have enjoyed only moderate opportunities for the acquiring of a knowledge of needlework, in its execution, and next to none for that of learning how to impart such knowledge.

Miss  
KINDERGARTEN.

One of my assistants (Miss Lee) mentioned that she had once visited a school at which a Kindergarten course for these young teachers had just come to an end, and finding herself (a very unusual circumstance) with an hour to spare, had asked them if they would like to take a model collective lesson or two. Their eager acceptance of her invitation, which she described, led to a proposal that an offer should be made to the Chief Inspectors of a certain amount of such instruction from my staff at the close of Kindergarten courses, provided that the assistant was brought, in the progress of her own round of duties, within reasonable distance of the place at which the course was being carried on. The proposal was approved, under certain conditions. Unfortunately, up to the present, the Kindergarten centres have not coincided at all with those of my assistants, and so the latter have been prevented giving help which, I am persuaded, would be very valuable to untrained teachers.

Visits paid  
to Schools  
by Direc-  
tors of  
Needlework.

With regard to my own work, an unfortunate necessity for taking several weeks' sick leave at a time when I am usually busy with the visiting of schools, has led to a considerable lessening in the number examined this year; the total of those seen was only 140—59 convent and 81 ordinary.

Among the convent schools the proficiency in plain needlework was judged to be as follows:—"Excellent," "Very Good," or "Good," 84; "Very Fair" or "Fair," 23; "Middling," 2. Of the ordinary schools, 23 were "Excellent," "Very Good," or "Good"; 48 were "Very Fair," or "Fair," and the "Middling" or "Bad" were 10. The comments which I have made upon the one-branch marking of my assistants apply to a certain extent to my own marking also; in some cases only one or two branches had been taught previous to my visit, and on the proficiency in these my judgment had to be given.

Notings in the "Observations" space of reports call for some remarks in connection with these schools. One is that there is an unlucky tendency to confine the work of a class, in knitting, very specially, to the actual requirements indicated by the programme for that standard; thus, *turning of heel* is regarded as the business of 4th standard only (when it has been duly taught to those pupils, which is by no means always the case), and the girls of 5th are allowed to regard themselves as entirely emancipated from any thralldom to heels, and only obliged to fabricate a toe (if the mistress chooses to impart to them the method of doing it). Thus practice of the previous year's work is often so neglected that its principles are entirely forgotten. Patches sometimes go the way of heels—and darns, also. In some schools—mostly large ones—the programme for seventh standard (that of sixth, with higher proficiency) is completely ignored, and those girls do no needlework at all, unless it may be an occasional bit of fancy work.

The habit of cutting down the time which ought to be given to needlework seems to be gaining ground; I now frequently have to remonstrate with teachers for taking an hour from this

subject to devote it to some other—usually of a much less useful character. In a convent school visited last autumn, I found that fifth standard was getting one hour forty minutes weekly; sixth standard, one hour weekly; seventh standard, no time at all. It is hardly necessary to say that though Irish and music throve on this arrangement, needlework did not—it was of very defective quality, and garments, among the seniors, were simply non-existent—there was no time to make them. I am not unreasonable, and I concede, in view of a very full general programme, half-an-hour taken from work time; but of less than two lessons of an hour each, and one of half-an-hour, weekly, I cannot approve, as this seems to me the minimum of time in which four necessary—I will not say useful—branches can be satisfactorily taught.

Miss  
FRENDEGAST.

The obligation of garment-making is, also, rather often shirked, for the saving of time or trouble. Visiting a large convent school last spring, I found that sixth and seventh standards had made no garments, and had no intention of making any, for the year; fifth standard had produced dolls' chemises, nine or ten inches in length, as their work, and there was an idea that fourth might soon be provided with pinafores to make. When schools of this kind allow such lapses, one can hardly wonder that they occur in places less important. I find the absence of garments a noticeable feature in the reports of my assistants—and an inadequate supply of materials is mentioned much more frequently than is desirable. I have reckoned up, from my notes of these reports, exactly two hundred schools in which my assistants mention that work materials were inadequate; sometimes knitting only was deficient, but often there was shortage of all the requisites for practice. In twenty-eight of the schools visited by me I found an insufficiency of work materials, seventeen ordinary and eleven convent schools. In the latter the scarcity was, almost always, of knitting for first and second standards: these sometimes had none, or almost none (I have mention of six bits among fifty-two children of second standard), sometimes a certain number of pieces to provide for, say, twenty-five to thirty per cent. of pupils. The latter, in this case, did not own a scrap of knitting, but took, as it were, the loan of it—which immensely diminished their interest in doing it well. No child, as a rule, cares to take pains with a piece on which others have worked, and will work; if good, her performance brings her no credit, if bad, no blame; it is merged in that of predecessors and successors.

Shortage of  
garments  
and work  
material.

It not infrequently happens, too, that, even when sufficient material is supplied, it is of unsuitable character, though chosen by the mistress—calico of the worst quality, or a flimsy muslin, which, with the necessary and inevitable handling, degenerates into a veritable rag. Still worse, as a rule, is the condition of affairs when children are allowed to bring anything that is convenient from home; of one school so arranged I have a noting that the pupils were practising on very unsuitable materials—stiffened lining muslin, calico as thick as sheeting, and portions

Miss  
PRESIDENTS.

Unsuitable  
arrange-  
ments.

of cast-off garments, some of the pieces worn into holes, and resembling scraps of superannuated dusters. I may remark that the children here belonged to a fairly well-to-do class, and were not driven to these expedients by poverty. Then, work often suffers from unsuitable arrangements. Time is lost by untidiness in keeping and giving out the work. I recall one school in which the work-bags of the senior pupils, when explored, yielded nothing but rags, and the girls ran round to all the drawers and shelves to look for garments, darns, etc., while the mistress produced a bundle of small, unnamed scraps, strung together with twine, rather on the principle of the tail of a kite, and invited the children to come and pick their own out of the sheaves. This of course, is an extreme case; but less remarkable failures in system and order are common enough. There is an odd plan in some schools with regard to the *knitting* of first and second standards, which really reminds one of the classic legend of Penelope's web; the children are furnished with a yard, or so, of coarse cotton or wool, and a pair of needles, with which they cast on stitches until their supply of thread is exhausted—when the result of their labour is ripped up, and the process of casting-on is begun again. Their knowledge of knitting goes no farther; if they are provided with the means of continuing, and desired to add row to row, they are mightily disconcerted, bungle over the attempt for a minute or two, and then directly one takes one's eye off them to see after other work, return with relief and alacrity to their process of pulling off and setting up again. In a school in which knitting was taught in this fashion to first and second standards, I found several children without any knowledge at all, who had never possessed even the limited amount of material described, and one who declared that she had had a bit of knitting once, but it got lost. I questioned her as to her occupation on the last knitting day, and she explained that she had been teaching the infants their letters! It may be that some of the eccentricities of this school were due to the want of experience and of training of the junior assistant who had charge of the infants and standards I. and II.; but I have seen the same method of instruction in knitting in progress in three-teacher schools, and in a second standard in charge of a principal.

Sometimes the failure of a principal to take any share in the teaching of needlework has a very adverse effect upon it; the groups placed in charge of the assistants are much too large to be successfully managed. I know one school in which a single teacher has to struggle with the instruction of third and fourth standards combined, and numbering, on an average, seventy children packed into a gallery so tightly that she cannot move among them, or see what the upper rows are doing. In an infant school, taught by two mistresses, both complained of distraction at work-time caused by boys, of whom each had a division in charge for the teaching of reading, while little girls sewed or knitted; common sense suggested that the best plan was to group boys and girls separately, under different mistresses, at this particular time. Small boys continue to be left in charge of assistants at work hour in schools having a master for principal. In a school

in Belfast it was found that all girls, ranging in number from sixty to eighty, were crammed, at needlework hour, into the worst of the three classrooms, and one teacher was told off to instruct them, while the master and two other assistants devoted themselves to the boys. Arrangements of this kind are not so uncommon as one would wish, in the North particularly, as it is there that the largest mixed schools are situated: I have found it noted, a good many times, that pupils varying in number from forty-five to sixty are placed at the same work-hour in one assistant's charge. If that mistress succeeds in getting fairly good work done by her girls, she does it at the cost of considerable strain.

Miss  
PHENDERGAST.

I still note that young mistresses lately trained are often very deficient in knowledge of how to teach collectively, being unable even to give a drill—and my assistants have had the same experience.

Insufficient  
training in  
collective  
teaching.

With regard to the condition of Industrial Departments, the absence which I have mentioned has prevented me from visiting this year all those still in operation, and a few of the most active and successful are among those not seen. The total number visited was thirty-three, and their condition of efficiency was judged to be as follows:—"Excellent," "Very Good," or "Good," 21; "Very Fair," or "Fair," 6; "Passable," 4; "Unsatisfactory," 2. The latter are so described because of their having entirely ceased to teach the advanced work for instruction in which salary was originally granted them. One Department visited was found to be unexpectedly closed; shortly before my coming, influenza of a severe kind had broken out among the girls attending, and spread so rapidly as to oblige the nuns to close the workroom a day before my arrival, and too late to give me warning.

Industrial  
Depart-  
ments.

As a rule, the Departments which were active and flourishing in 1907-8 have continued to do good work during 1908-9. The crochel-lace produced in Longford Convent has advanced much during the past year in quality—both in excellence of workmanship and in variety and originality of design. I find a noting that, in Macroom Convent, great improvement had been made in plain needlework—which required some effort to bring about, as the children of the locality are not, as a rule, very fond of industrial occupations. Three Departments (luckily not active ones) had their grants withdrawn during the past year, one in consequence of the death of the teacher, one because of compulsory retirement of the teacher on reaching the age of sixty, and the third because the attendance had become altogether too small to sustain the payment of special salary any longer.

I am, Gentlemen,  
Your obedient servant.

M. PENDERGAST,  
Directress of Needlework.

To the Secretaries.

Miss C. M.  
SHULTZ.DUBLIN,  
July, 1909.

GENTLEMEN,

I beg to submit a report on instruction in Cookery and Laundry Work, in National Schools, for the year ending 30th June, 1909.

The courses of instruction and the visiting of schools have been continued by the Assistant Organizers in the manner described in my report of last year.

The following table will show the distribution and quantity of work done in connection with these classes, from July, 1908, to Easter, 1909:—

Organizer's  
visits.

Organizer.	Centre.	Number of Teachers.	Number of Schools visited.	Total number of visits.
Miss Stevenson, . . .	Coleraine, . . .	19	39	48
" " " " . . .	Dungannon, . . .	19	59	70
" " " " . . .	Stranorlar, . . .	16	41	58
" " " " . . .	Castlederg, . . .	16	37	45
" Brunker, . . .	Armagh, . . .	28	41	68
" " " " . . .	Carriekfergus, . . .	20	41	55
" " " " . . .	Longford, . . .	13	34	43
" " " " . . .	Dundalk, . . .	17	21	29
" " " " . . .	Ballyshannon, . . .	14	42	48
" " " " . . .	Ballinaboy, . . .	21	72	72
" " " " . . .	Ennistullen, . . .	20	55	55
" " " " . . .	Clones, . . .	15	54	54
" Dunlop, . . .	Clifden, . . .	21	19	30
" " " " . . .	Baltinglass, . . .	15	25	26
" " " " . . .	Omagh, . . .	13	46	47
" " " " . . .	Lismore, . . .	8	26	36
" Porter, . . .	Newry, . . .	10	24	47
" " " " . . .	Monasterovan, . . .	10	12	25
" " " " . . .	Bray, . . .	18	29	47
" " " " . . .	Tuas, . . .	19	25	38
" " " " . . .	Loughrea, . . .	12	24	27
" " " " . . .	Granard, . . .	14	30	38
" " " " . . .	Banish, . . .	9	24	32
" " " " . . .	Carriek-on-Suir, . . .	11	25	34
" Patten, . . .	Caherciveen, . . .	10	19	43
" " " " . . .	Dunmanway, . . .	9	28	41
" " " " . . .	Elphin, . . .	10	28	49
" " " " . . .	Ballinamore, . . .	17	34	46
" " " " . . .	Kells, . . .	16	29	43
" " " " . . .	Maryboro', . . .	14	30	43
" " " " . . .	Stradhalty, . . .	12	20	38
" " " " . . .	Nenagh, . . .	13	21	36
" McDonnell, . . .	Ballina, . . .	11	23	43
" " " " . . .	Ballinasloe, . . .	11	23	27
" " " " . . .	Roscommon, . . .	15	24	33
" " " " . . .	Crossmolina, . . .	12	14	37
" Wallace, . . .	Newbridge, . . .	10	27	39
" " " " . . .	Reasack, . . .	4	18	20
" " " " . . .	Castleblayney, . . .	21	50	68
" " " " . . .	Boyle, . . .	13	42	48
" " " " . . .	Sligo, . . .	13	45	54

Courses of laundry instruction were held at Ballyshannon, Miss C. M. Dundalk, Baltinglass, Monasterevan, Loughrea, Granard, Eunis Shuler, and Ballinasloe.

The course at Rosnuck had to be discontinued, owing to the severity of the weather.

The attendance of the teachers at these classes has been most satisfactory. The Organizers are unanimous in their praise of the zeal and earnestness of those who attended. Many, who at first were reluctant to introduce the subjects into their schools, became deeply interested before the close of the course.

Classes for Teachers.

Travelling expenses to those attending have been allowed since June, 1908.

In many cases teachers have had to be refused admittance to the classes as the numbers attending must be limited to twenty, or less, if the accommodation is insufficient, when the course is conducted by one Organizer. The teachers, in these cases, have been selected from girls' schools, and the schools where it appeared likely that the subjects could be taken up. Those who have had to be refused will, I hope, at a later date, be afforded an opportunity of receiving instruction.

Comparatively few really new areas have been opened up owing to there being no funds to hire the necessary tables and cupboards in unequipped centres. We have now, however, a supply of these articles, so that classes can be held in places where it was, up to this, not possible to have them.

Arrangements with the Department of Agriculture and Technical Instruction, to have classes in Domestic Economy for National School Teachers conducted by local Technical Instruction Committees, were completed in January, 1909. As the last date for registration of students attending these classes is 2nd December, only one class was held, viz., at the Pery Square Technical School, Limerick. Notwithstanding many difficulties this class was energetically worked up, and commenced before the final arrangements for the conducting of such classes were completed.

A number of local Committees purpose arranging for such classes during the session 1909 and 1910. This will, I hope, enable the Organizers to give more time to visiting schools.

I was present at the practical tests in cookery at all the Training colleges, except "Mary Immaculate," Limerick. This was undertaken by Miss Ehrill, as the date of examination at this college coincided with that of "St. Mary's," Belfast. As practically no alterations were made last year in the time allowed for cookery at the colleges, the deficiencies referred to in my previous report continue to exist. More time than is given for the present course is necessary before a better standard of work can be expected from the students. It is difficult for the girls to learn in the few lessons at present allotted sufficient domestic economy to teach even the simple programme required in the schools by the Commissioners.

Training Colleges.

# 156 General Report on Cookery and Laundry Work, 1908-9.

Miss C. M.  
Staley.

The following table will show that during the past year the number of schools teaching cookery or laundry has greatly increased. The number of those taking cookery and laundry must necessarily fluctuate, on account of fees being paid on each girl for two years' cookery and one year's laundry.

Number of  
schools  
teaching  
subjects.

County.	31st December, 1907.		31st December, 1908.	
	Cookery.	Laundry.	Cookery.	Laundry.
Antrim, . . . . .	31	2	61	3
Armagh, . . . . .	31	5	61	6
Cavan, . . . . .	8	4	51	7
Donegal, . . . . .	22	4	38	1
Down, . . . . .	19	—	52	4
Fermanagh, . . . . .	5	2	47	5
Londonderry, . . . . .	45	1	53	1
Monaghan, . . . . .	17	5	39	6
Tyrone, . . . . .	16	4	45	5
Claro, . . . . .	17	5	37	4
Cork, . . . . .	116	22	163	25
Kerry, . . . . .	20	8	50	8
Limerick, . . . . .	45	12	51	13
Tipperary, . . . . .	40	10	74	12
Waterford, . . . . .	27	2	38	6
Carlow, . . . . .	15	5	19	6
Dublin, . . . . .	69	9	93	9
Kildare, . . . . .	18	6	24	7
Kilkenny, . . . . .	34	6	40	7
King's, . . . . .	13	3	17	2
Longford, . . . . .	10	3	19	13
Louth, . . . . .	8	4	21	5
Meath, . . . . .	41	7	53	8
Queen's, . . . . .	25	4	36	8
Westmeath, . . . . .	34	1	34	11
Wexford, . . . . .	29	6	37	9
Wicklow, . . . . .	10	—	18	2
Galway, . . . . .	48	11	107	14
Leitrim, . . . . .	4	1	14	—
Mayo, . . . . .	74	5	117	7
Rosecommon, . . . . .	18	7	51	8
Sligo, . . . . .	21	2	36	5
Total, . . . . .	930	167	1,696	227



Since Easter the Organizers have been engaged in visiting classes for special inspection in connection with fees.

The following table shows the number of schools visited in each county:—

County.	Number of Schools.	County.	Number of Schools.
Antrim, . . . . .	19	Dublin, . . . . .	37
Armagh, . . . . .	30	Kildare, . . . . .	14
Cavan, . . . . .	20	Kilkenny, . . . . .	21
Donegal, . . . . .	13	King's, . . . . .	4
Down, . . . . .	12	Longford, . . . . .	21
Fermanagh, . . . . .	15	Louth, . . . . .	21
Londonderry, . . . . .	23	Meath, . . . . .	12
Monaghan, . . . . .	8	Queen's, . . . . .	21
Tyrone, . . . . .	23	Westmeath, . . . . .	16
Clare, . . . . .	15	Wexford, . . . . .	20
Cork, . . . . .	81	Wicklow, . . . . .	12
Kerry, . . . . .	9	Galway, . . . . .	78
Limerick, . . . . .	43	Leitrim, . . . . .	5
Tipperary, . . . . .	10	Mayo, . . . . .	33
Waterford, . . . . .	26	Roscommon, . . . . .	21
Carlow, . . . . .	12	Sligo, . . . . .	39
		Total, . . . . .	742

Miss C. M. SAULIER.

—  
Schools visited by Organizer and remarks thereon.

It is greatly to be regretted that all the classes were not visited by the Organizers; if such a system were adopted the progress of work could each year be noted, and the efficiency of the teaching gradually improved. A great deal of time was wasted in travelling, because the schools were often very scattered, and it was impossible sometimes to take more than one school a day.

In cases where the organizers visited the same schools this year as last year, the reports have shown that in nearly all cases the suggestions made at the previous visit were carried out.

Miss Patten writes:—

"I find the greatest improvement in all the schools in the South since last year: the method is much improved and the teaching more practical. In all cases the children take very much to the subject, they are much neater in appearance, and the schools are better kept."

There are numerous letters from managers and teachers asking for assistance from organizers to start cookery and laundry work in the schools. If these demands are to be satisfied, and if the very necessary revisiting after organization and inspection of cookery and laundry classes is to be carried on satisfactorily, it will not be possible with a staff of ten assistants to continue having teachers' classes of six weeks' duration.

A study of the table showing distribution of centres, if compared with the number of schools in the different counties, will show that a comparatively small portion only of each organizer's district can be worked each year.

Miss C. M.  
Savill.

It would be advisable either to increase the number of organizers, or endeavour to cover a larger area, spending less time in each centre.

As already stated, the number of schools teaching cookery or laundry has greatly increased. In comparatively few of these was the class started by an organizer. In last year's report I enumerated the reasons why frequent visits of organizers are necessary, and I am now more firmly convinced of their necessity. On this point Miss Ebrill writes:—

"More frequent inspection would improve the method of teaching, and I consider it very necessary that the subjects should be introduced by an organizer to secure suitable equipment and satisfactory method of work."

Miss Porter writes:—

"Schools where cookery is taught would be much benefited by more frequent visits from organizers to give lessons in the schools, or to give help and advice to teachers, which they are always most anxious to receive. In many centres several classes for teachers have been held, and there are not enough teachers able to go to the expense and fatigue of attending others, so none can be formed; therefore, the schools round do not get a visit from an organizer for years, and those teachers who were not able to procure equipment and start teaching at the time they were attending the centre get no help at all. Short visits to such centres would be most beneficial, and would result in more efficient teaching in the schools."

Equipment.

Many managers are keenly interested and give practical help towards providing equipment, others leave it entirely to the teachers. As a whole the teachers deserve the greatest credit for the way in which they have provided the equipment.

Miss McDonnell reports:—

"The equipment in all the schools of above centres (Ballina, Ballinasloe, Roscommon, and Crossmolina), except the Convent Schools, was supplied by the teachers, and some of these were but junior assistant mistresses."

Miss Wallace writes:—

"At present the greatest difficulty in starting cookery in a school seems to be the providing of equipment; in some cases the teacher brings the utensils required for the day's lesson from her own home, and this is not a practice to be recommended."

In this connection it is pleasant to note that the Belfast Corporation has kindly placed at the disposal of the city schools a cookery room and equipment.

Of the 742 schools visited for special inspection since Easter, 291 are reported as being insufficiently equipped. The Organizers knowing well the difficulties there are in providing equipment have, I know, taken a minimum standard of requirements.

In many cases excellent work is being done and the greatest credit is due; in others the work is not good and the causes are, more often than not, remediable; when suggestions are made they are gladly received.

I would suggest that an organizer should visit every school where it is proposed to teach cookery or laundry, in order to report whether the accommodation is "suitable" and sufficient or not, and to advise as to equipment, programme, etc.

Miss C. M.  
SHULEY.

—  
Conditions  
of allowing  
schools to  
take  
subjects.

In most cases too much is attempted. I seldom find that the simplest experiments of the *Domestic Science* lessons are practically correlated with the cookery or laundry class. The idea of teaching elementary principles combined with the underlying scientific reasons which govern simple operations is forgotten, in the endeavour to turn out, after an elementary school course, little girls who can be cooks or laundresses.

In conclusion, generally speaking, there is a most decided improvement noticeable in cookery and laundry. This must eventually tell on the children, and lead to a higher standard of attainment in these subjects, where so much requires to be learned.

I am, Gentlemen,

Your obedient servant,

CATHERINE M. SHULEY.

The Secretaries,  
Education Office,  
Marboro' Street.

Miss E  
O'Farrell.

DUBLIN,

July, 1909.

GENTLEMEN,

In compliance with your instructions, I beg to submit a general report on Kindergarten in the National Schools, for the year ending 30th June, 1909.

As in former years, my five Assistants and I continued our work of conducting Kindergarten courses of four weeks' duration at different centres throughout the country. Those courses were attended by the staff of the school where the instruction was given, and by the Junior Assistant Mistresses of the district.

The following list will show the centres at which courses were held, and the total number of teachers who attended:—

Courses for Teachers.	Miss O'FARRELL.	Miss AUSTIN.	Miss DEANE.	Miss TERENCE.	Miss BEVERIDGE.	Miss APPERTON.
Drogheda. Dublin. Newry. Crummaglen. Coothill. Carrickmacross. Cavan. Kesh. Kells.	Ballinacree. Dunfermarty. Limevady. Castletown. Ballina. Rings. Foskett. Lernahast. Manachawillan. Cockstown. Kingscourt.	Pymblestown. Portlaoine. Rathfriland. Ballymore. Garvagh. Rushinstown. Bansbridge. Carrickforus. Bellish.	Kennel. Caheriveena. Barnestown. Cahel. Cahir. Therles. Derry. Stranorlar.	Geet. Kilken. Tralee. Elphin. Birr. Boyle. Ballymore (two courses). Castlederg. Fethard.	Cloone. Keshdownery. Kilenny. Rathfriland. Drogheda. Strathmore. Strathmore. Newtownmount. Buckram. Fethard. Arlagh.	
No. of Teachers Trained.	111	136	114	106	134	130
			Total		739	

Schools visited.

During part of March and April, my assistants visited close on 150 schools, situated in the following counties:—Wicklow, Wexford, Cork, Tipperary, Galway, Roscommon, Donegal, Antrim, Derry, Fermanagh, and Leitrim.

The schools chosen for visiting were those having a junior assistant mistress who had attended a Kindergarten course; the special object of the visit was to see in what manner this teacher was carrying out the instructions she had received.

The following quotations from my assistants' reports will show their opinion of the quality of the work which is being done in these schools, and of the state of the schools themselves, with regard to accommodation and equipment.

Accommodation and equipment.

Miss Appleyard, speaking of eighteen schools which she visited, says:—

"In most of these schools I found the accommodation very inferior, and the teaching apparatus limited, but, on the whole, there seems to be an effort made to make the work brighter and more interesting for the children.

School subjects.

"In most cases, the junior assistant mistresses tried to carry out the instructions given them at the course; in a few cases no effort was made in that direction. There is a great want of originality in the work, and the power to utilise to the best advantage the material at hand.

"There seems to be an improvement in the method of teaching reading. The blackboard is more used, and there is a marked improvement in number work."

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"Language training at Conversation Lessons, and at Composition and Story-telling, is receiving more attention with better results. . . . On the whole, singing is badly taught, the juniors are not taken into account. Drawing is another bad subject. The fine dotted copies are still in common use. The drawings are small and uninteresting, and the children make little progress."

Miss Deane writes, regarding the forty schools which she visited:—

"I think with only two exceptions, the teachers were doing their best to put into practice the knowledge they had obtained as regards kindergarten methods of teaching, but they were working under the most difficult circumstances—most of the schools had very sloping desks, which were much too high for the junior children of the school. . . . The juniors' time in desks was very scarce, and usually there were too many children to fit into the desks for one lesson, so that some were left standing, looking on; and lastly, and most important, the junior assistant mistress had usually two-thirds of the children in the whole school in her division. Her division was always too large for her to manage. The schools were usually supplied with sufficient material for handwork. . . . Eight of the schools had a class-room for infants."

With reference to thirty-two schools visited by Miss Treanor, I quote the following from her report:—

Accommo-  
dation and  
equipment.

"On the whole, I was pleased with the efforts made by the junior assistant mistresses, considering the difficulties of inadequate space and equipment with which they have to contend. . . . Handwork was taught in some form in all schools, but I think the idea that it is a means of expression and illustration as well as of physical training is not sufficiently realised. Unfortunately the material is quite inadequate in most schools, and what is found—chiefly sticks and paper—is used so mechanically that I doubt if it is of much value to the children. . . . In nature study and object lessons sufficient use was not made of the children's environment, and the teachers do not yet realise the value of this subject. The lessons were too often in the form of a catechism, and the children's powers of observation and expression were not exercised at all. If the children were encouraged to bring specimens for their lessons, their interest would be stimulated and increased. . . . Reading was fairly well taught, sounding and word building being quite successfully introduced in some schools, but I regret to say the Tablet still exists, and, on the whole, Primers are introduced too early, and the blackboard is not made as much use of as might be."

Handwork.

Object  
lessons.

Reading.

I quite agree with what Miss Treanor says on this subject, and I still find that in many schools reading is begun too soon. I am frequently told that if babies of three and four are not taught their letters, and small words, they are considered at home to be wasting their time. Sometimes they even begin their literary studies at two and three-quarters.

I quote the following from Miss Beveridge's report:—

Accommo-  
dation and  
equipment.

"Out of 26 schools visited, only 3 had a class-room. It is almost impossible to teach infants successfully under these circumstances. Of these schools, the greater number were very clean and tidy, but a few were in an exceedingly bad state, both furniture and building falling to pieces. . . . In all schools the desks were such as to accommodate comfortably children of about 14 years or older, while the larger portion of

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the school consists of children below this age, and these juniors cannot comfortably write or do handwork at these desks. As regards kindergarten material, the supply is very limited, and is in almost all cases supplied by the junior assistant mistress. *Paper-folding, stick-laying, and chalk drawing* are fairly general; in a few schools *tablet-laying* and *bead-threading* are also taught. *Slates* are almost entirely done away with.

School  
subjects.

"I can very truthfully say that, as a whole, the junior assistant mistresses in schools visited were very earnest, painstaking and anxious to do their best. General proficiency in reading, writing, and number was very good. I think that oral composition and picture talks should, however, receive more attention. Handwork, on the whole, was neat and well done. I was glad to see that in many schools object and free drawing had been introduced."

Handwork.

The following are extracts from Miss Austin's report:—

"On the whole, I was pleased with the successful efforts that many of the junior assistant mistresses had made to carry on the work according to kindergarten methods, as most of the teachers in backward country districts have difficulties to contend with which must be very discouraging. In the first place, when they return to their schools after attending a course of kindergarten instruction, their efforts to introduce new methods sometimes meet with but scant encouragement from the principal teacher.

"Secondly, there are no kindergarten materials in the school, the desks are probably old-fashioned, and most likely there is no classroom. The principal teacher objects to kindergarten methods, on the grounds that they distract the attention of older children from their work; so that a teacher requires to be very zealous to work against such odds. Some of the young junior assistant teachers only require a few words of encouragement, some hints as to the arrangement of the time table, or, perhaps, some suggestions for grouping or dividing the classes for certain subjects. If the kindergarten organizer could visit the teachers a month after they had returned to their schools she could correct mistakes at once, and make helpful suggestions, also give some lessons in the school, if necessary, in order to show the principal teacher how certain subjects should be taught. I found that some principal teachers were very much interested in kindergarten, but knew nothing of the system. Therefore, they were unable to correct the mistakes of their junior assistant teacher.

Accommodation  
and  
equipment

"The kindergarten system will only be satisfactorily taught when each school contains a classroom of adequate size for the infants. The work would also be greatly advanced if each school could be granted a certain amount of provided kindergarten materials and apparatus."

My own experience of the schools in my district coincides in the main with that of my assistants.

I find that as yet many infant schools are conducted with very little regard for the nature of the children to be educated. Sufficient scope is not allowed for the child's natural activity, or provided for his love of play and desire of variety. In short, instead of aiming at making the atmosphere of the infant school as like that of a good home as possible, the methods of teaching are generally based upon those of the senior classes.

Overcrowd-  
ing.

I have met with overcrowding in Dublin and other places, where young children were certainly deriving no benefit through attending school; and if space is inadequate, and the general conditions are unsatisfactory, children under five should not be encouraged to come.

It is also a great pity that in many schools infants are kept so late, often till 3 o'clock, and sometimes even till 3.30. To be confined so long in the schoolroom certainly cannot be good for their health; and, intellectually, it engenders listlessness and the habit of inattention.

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—  
Long hours.

Infants are still left too much to the care of monitresses and unskilled teachers, who have no aptitude whatever for dealing with their special requirements. No teacher who is not bright, tactful, and sympathetic, should have charge of young children.

In many cases, very little time seems to be spent in the preparation of lessons, with the result that work is often dry and mechanical, and of little real benefit to the child. In lessons of this kind, it is quite a usual thing to see only the few children in the front desk paying any attention to the teacher.

Preparation  
of lessons.

The handwork, or gift and occupation lesson, is, to my mind, very badly taught in many infant schools, and I think the reason that such poor educational results are obtained from it may be traced to the following causes:—Old methods of teaching the subject, long ago discarded by all thoughtful Froebelians, still find favour in our schools: there is not nearly enough inventive work done by the children, and they should be far more encouraged to draw and make, with their bricks or other suitable material, objects seen in their environment, and in their schools, homes, etc.

Handwork

Handwork material is not sufficiently used as a means of concrete expression and illustration in connection with other subjects, viz., drawing and modelling in connection with nature lessons, sand, with geography, etc.,

It should be more realized that to introduce mathematical subjects with the gifts, such as counting corners, edges, etc., of bricks, and the giving of definitions, is of little value to children of five or six. Symmetrical work, too, is rather out of place with these young children, whose taste and feeling for "form" does not develop till much later.

The great drawback in preparing an educational course of handwork for the children is the difficulty of procuring materials. At present there is no source of supply, and all the best occupations, viz., drawing, basket-weaving, paper-cutting, and modelling, etc., mean fresh supplies of material every year. If even a small grant could be allowed each year for purchasing materials for schools where the kindergarten system is being followed to the satisfaction of the inspector or organiser, I am sure it would give much encouragement.

Want of  
kindergarten  
materials.

I find that in many schools the children are wanting in personal cleanliness. They often arrive with dirty hands and faces, and unbrushed hair, and though there is generally a basin, soap, and towel somewhere on the premises, these are very seldom requisitioned, and the children are frequently allowed to

Cleanliness.

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remain all day in a dirty state. At the same time, in some schools, great care is taken to teach the children habits of order and neatness, and I was glad to see that in several which I visited lately, a lavatory was attached.

Necessity  
for revisiting  
schools.

I was unavoidably prevented from visiting thirty or forty National schools where I had arranged to go during part of March and April. There are still very many schools in which a course has been given, or where a teacher who attended a course is working, that my assistants and I have not as yet had an opportunity of visiting. I think it is most important that we should visit these schools, and I am sure that when we omit to do so, or defer it too long, much of the value of the course is lost.

After the teachers return to their schools and begin to put into practice the recent instructions which they have received, many difficulties arise, where the advice of the organiser would be of great benefit. I know from my own experience, and from that of my assistants, that the teachers are always most anxious that we should visit their schools and see how they are progressing. They fully realise that we come to help them, and do not expect impossibilities.

In conclusion, to summarize facts dealt with in this report, it would appear that the causes which chiefly hinder the progress of kindergarten methods are:—

- (1) Want of sufficient and suitable accommodation.
- (2) Want of equipment.
- (3) Want of sufficient knowledge, on the teacher's part, of modern methods of dealing with little children.

It is to be hoped that with the spread of education these difficulties will gradually disappear.

I am, Gentlemen,

Your obedient Servant,

EDITH O'FARRELL,

*Kindergarten Organizer.*



GENERAL REPORT ON SCIENCE INSTRUCTION IN  
NATIONAL SCHOOLS DURING THE YEAR  
1908-1909.

Mr. W. M.  
HILLMAN

GENTLEMEN,

According to your instructions I append a report on science instruction in Irish National Schools during the year 1908-1909.

There are at present about 2,050 National schools equipped with apparatus for teaching elementary experimental science. My colleagues and myself have, during the year, visited 807 schools; with other duties, such as convent courses of instruction, practical and theoretical examinations of training colleges, inspection and examination of teachers' classes, this represents the maximum number of schools that can be visited by the existing staff; thus less than 40 per cent. of the equipped schools can be seen by the organizers in any one year, and intervals between visits must be from two to three years. Such an interval between visits at which the methods of instruction are thoroughly overhauled, is obviously far too long to ensure continuous and progressive proficiency; in some districts, where elementary science and its progeny hygiene, domestic economy and nature study, are regarded as serious subjects of instruction, the standard of work is invariably good, and the need for organizers' visits is not so great, but it is in these districts that the organizer is most welcome, and where perhaps his most useful work is done; but in the other districts these branches, which touch life at so many points, and induce the kind of thinking we are called upon to exercise in everyday affairs, are regarded as a not very ornamental fringe of the curriculum to receive a nominal attention because they represent an official requirement; in the latter class of school visits at intervals of two or three years are next to useless.

The following table shows an analysis of the proficiency of the schools visited during the year:—

Character of Work.	Miss Maguire.		Mr. Inghill.		Mr. Heller.	
	Schools.	Percentage.	Schools.	Percentage.	Schools.	Percentage.
Excellent	16	7.6	3	1.1	2	0.6
Very Good	42	20.0	17	5.9	44	14.2
Good	62	29.5	116	40.4	74	23.9
Very Fair	13	6.2	76	26.4	72	23.2
Fair	50	23.8	44	15.3	48	14.9
Weak	16	7.6	28	9.1	59	19.0
Bad	11	5.3	5	1.8	13	4.2
Totals,	210	100	287	100	310	100

Total of Schools visited in 1908-09, 807.

Mr. W. M.  
HALL

Schools "Good" or better than "Good" :—

Miss Maguire's district	=	57.1 per cent.
Mr. Ingold's	=	47.4 "
Head Organiser's	=	33.7 "

The smaller percentage of "good" schools in my own district is explained by the fact that during the year I have visited the new counties added to my district, Wexford, Roscommon, and King's Co., which contain a large number of weak schools, that had not been visited for a long time. Considering all the difficulties, it is not an unsatisfactory result that forty-seven per cent. of the equipped schools can be assessed as "good."

Miss Maguire has during the year conducted at Mountrath courses of instruction for nuns of the Kildare diocese, of the Ferns diocese at Wexford, for the Loreto nuns at Rathfarnham, and for Presentation nuns at Dungarvan.

Mr. Ingold has conducted at Tuam courses of instruction for nuns of the Arch-diocese of Tuam, and for those of the diocese of Down at Belfast.

Mr. Ingold says :—

"Owing to the large number of schools to be dealt with, and the considerable area over which they are scattered, it is impossible to see more than about one-third of the schools in any one year. Assuming that the number continues to increase at the average rate of the preceding four years, it will be three years before all the schools will have been visited a second time."

Need for  
additional  
staff.

The above facts and the urgent need for further courses of instruction for teachers, point to the necessity for an augmentation of the organizing staff at the earliest possible date.

Training  
classes for  
teachers.

Revision classes and continuation courses of instruction for teachers are urgently necessary in almost every part of the country. The short introductory courses given between 1901 and 1905 were sufficient to enable a satisfactory start in the schools to be made, and for several years the science teaching in National schools was on the average at least equal to, if not better than, that in other parts of the United Kingdom; but, whereas in 1905 much of our constructive work ceased, such work is steadily increasing in volume and in quality in England and Scotland. The scope of the science programmes has not been changed in any essential particular since 1900, but these have been more fully explained as to aims and methods, and the bearings of the subject-matter on common experience and the laws of health have been emphasised; the second part of the course of instruction deals largely with these latter purposes, and I fear that skilled instruction in Elementary Science, Health and Habits and Object Lessons will not become general until further assistance is afforded to the teachers. That such continuation classes are essential to any further progress is evidenced by the great improvement that has been shown in methods of instruction in convent schools, the only type of school that, since 1905, we have been able to influence directly.

Generally speaking the teachers have not exhibited in any marked degree a spirit of self-help, nor was it to be expected in a subject and in methods so new to them.

Mr. W. M.  
HARRIS  
—

Miss Maguire (sub-organizer) says:—

"In the majority of schools visited the work is good, but owing to want of instruction in Part II. the teachers are unable to make satisfactory progress. Once again I venture to say that summer courses of instruction in Part II. are most desirable and would be gladly availed of by the teachers.

Need for  
teachers'  
classes.

"The work is sometimes of an entirely experimental character, the domestic and simple applications of the experiments not being dealt with; this, is, I think, mainly due to the teachers not having renovation and revision classes, when the methods of teaching the subject could be discussed with the organizers."

My colleagues and myself feel very strongly that unless something is done in the immediate future to supplement and complete the work initiated from 1901-1905, much of the money and energy expended in those years will be wasted. While appreciating to the full the excellent work that the Training Colleges and the Department of Agriculture and Technical Instruction are doing in the training of teachers in scientific method, yet, as I have previously indicated, these bodies can touch only in a very modified degree the needs of the existing situation. Further, if much progress is to be made in nature study and horticultural instruction, I am convinced it must be done to a large extent by the Board's own staff.

During the past session sixteen classes for teachers were held in eleven local Technical Schools; with two exceptions these classes were held on Saturdays; three visits of inspection, in conjunction with an inspector of the Department of Agriculture and Technical Instruction, have been paid to each of these classes during the session, and about ninety teachers have qualified in either the first or second part of the course. Of these eleven centres only three were south of Portadown, so that throughout the greater part of the country there is no provision for the further training of existing teachers in this branch. In some of these centres the instruction is excellent and fully meets the needs of the situation, but in others want of experience and unfamiliarity with the conditions and methods of teaching in primary schools on the part of the instructor, have not ensured in the student-teachers attending the class a *teaching grasp* of the subject. In Dublin, where classes are badly needed, no provision has been made; in Belfast the excellent opportunities afforded by the Municipal Technical School have not been taken advantage of in an adequate manner by the teachers; and in Portadown, although many teachers from the surrounding district have attended well, none from the town itself have entered the classes.

Classes in  
local  
Technical  
Schools.

I am glad to be able to report that the Training Colleges continue to achieve very good work in experimental science, which compares favourably with that in similar institutions elsewhere; the majority of the students are keen, and evidently

Training  
Colleges.

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do their science work *con amore*. The good standard of proficiency in practical and theoretical work reached is very creditable to the professors of the subject, considering how very unsatisfactory is the preparation of many of the candidates for the King's Scholarship examination. The college is perforce compelled to spend much time on instruction in elementary subject matter that should be spent in dealing with the methods and organization of instruction in schools. The pupil in the National School, the candidate for King's Scholarship, and the student in the Training College all follow much the same programme. With few exceptions the candidate for King's Scholarship is little, if any, better than the pupils in the sixth standard of a good school.

Judging from the papers worked at the Easter Examination the candidates are prepared in a very unsatisfactory manner; teaching by correspondence and other forms of cram are painfully apparent. The preliminary training of the future teacher will not be satisfactorily accomplished as long as it is so exclusively in the hands of private grinding establishments; the proper attitude of mind is not created, the habits of work formed are unsatisfactory, and the product is not in the best sense of the word a student. In many of the equipped schools there are recently trained teachers, but often those, being assistants, are teaching the lower standards and cannot bring the influence of their more complete training to bear upon the science instruction of the upper standards. The students entering a training college are of very unequal attainments, especially in science; consequently some colleges differentiate them into junior and senior groups, so that those students with a good preliminary training are not kept marking time while the others are studying the very elements of the subject; this plan could be followed with advantage in all cases. I have visited some colleges during the session, at the invitation of the Principals, and have given what help I can; the keenness of the classes I have seen is very satisfactory.

Maintenance  
of Equip-  
ments.

A great many schools have now been equipped for six or seven years, and much depreciation in the stock of apparatus has or should have occurred. Generally the grant is well stored and carefully used, but the renewals lag far behind the necessities of the instruction. The sequence and educational value of a year's work is often spoiled for the sake of a few shillings; a weight is lost, a thermometer broken, the supply of spirit or tubing is exhausted, and the teacher looks for lessons that do not require the use of these materials, or teaches the proper lesson without experiment or illustration; the teachers appear to be very nervous about asking the managers to make these renewals, and a serious interruption to the continuity of instruction ensues. This difficulty is common to all subjects of practical instruction, and the present arrangements for supplies and renewals are not working satisfactorily.

On principle I am not in favour of grants for special subjects, but the increasing number of subjects for which special grants are now paid is diverting effort from those that are not directly subsidised. If manual and practical instruction is to become a reality, some means of supplying materials must be devised which will work out in a more satisfactory manner than the present arrangement.

Mr. W. M.  
HALLER  
—  
Need for a  
special grant  
for Elementary  
Science.

Mr. Ingold says:—

"I am convinced that a wide development of the science work would take place if a small grant were paid for the teaching of this subject. Permission might then be given for the instruction of senior pupils outside the ordinary school hours, and under certain circumstances pupils from unequipped schools might be admitted to these extra classes. If one-third of such a grant could be set aside for the purchase of apparatus, the necessary breakages would be replaced year by year, and some additional apparatus would accrue to the larger schools."

The standard of teaching skill achieved in the majority of the schools still leaves room for improvement; progress is being made, but at too slow a rate. The methods and purposes suggested in the "Notes for Teachers" are a good deal ahead of those met with in the average school; many teachers have made no effective study of the "Notes," and have not realised how much help is contained therein. Experiments should be done with a purpose, which implies that preliminary skilful teaching is necessary.

Character of  
Instruction.

Miss Maguire says:—

"Teachers could improve their methods in many cases by a more careful study of the instructions contained in 'Notes for Teachers'; I sometimes find they are not familiar with many points which are very clearly dealt with in the 'Notes,' and pupils show a marked advance in the interest and intelligence they display during model lessons."

Many hardworking teachers do not realise the importance of being interesting; indeed some regard a little spontaneity on the part of pupils as endangering the discipline of the school. This type of teacher is difficult to influence. Not long ago I visited a school where the pupils were of the duller and apparently least intelligent type; the teacher, who had come to the school a few years ago when it was in very low water, had raised the standard of proficiency in the routine subjects considerably, and was strong in the knowledge of his own conscientiousness; "science" had been taught, but the apparatus showed every sign of a long leave of absence from duty; after failing to elicit either knowledge or intelligence from the class, I decided to try teaching; after considerable search I found and cleaned the necessary apparatus, and for an hour did my best; my reward was some bright eyes and some brilliantly bad answers. At the conclusion I turned to the teacher hoping he had read between the lines of my lesson, but my self-satisfaction was rudely shocked when he said: "If that is the kind of superficial teaching you want, it would ruin the discipline of my school in a week."

Mr. W. M.  
Heller

Preparation  
of schemes of  
work and of  
lessons.

During the year a few special alternative schemes of instruction in elementary science have been submitted for approval; in most cases they were good, and were sanctioned; in one case a very good but ambitious scheme of rural knowledge was sanctioned, but it does not seem to have emerged from the paper stage.

Miss Maguire says:—

"I have not found any teacher willing to submit a revised or modified syllabus suitable to his, or her, particular school."

The preparation of some kind of notes of lessons is becoming much more general, but too often they are over-elaborate and are prepared not so much to ensure a profitable lesson, as to have something to show the inspector or organizer.

Nature  
Study and  
Object  
Teaching.

In comparatively few schools does one find schemes of object lessons prepared for the year's work in advance; if effective teaching is to be given in this branch the rule as to the preparation of fairly detailed schemes at the commencement of the year must be insisted upon more stringently; if teachers could realise what an amount of worry and mental confusion is saved by drafting a scheme of work at the beginning of the year, no pressure would be necessary; the perpetual anxiety day after day as to what to select for the next lesson adds greatly to the burden of teaching. The change introduced into the 1907 programme, whereby the selection of subjects for object teaching is practically restricted to the Health and Habits programme and Nature Study, has been attended with satisfactory results; the old mechanical lessons on iron and chalk and the cat and dog are gradually disappearing, and the ready-made lesson culled from the brain-saving devices so liberally supplied by publishers is not so frequently utilized. It is too early to expect much real nature study, but the attempts already made are not without promise. The Training colleges have made a good beginning, and students this year have a much better grasp of what an object lesson should be than was the case in previous years.

Mr. Ingold says:—

"The changes in the programme of object-lessons, which took effect from the first of July last, have made it easier to deal with the work of the lower classes of equipped schools. I have found, however, that, simultaneous with the addition of the 'Health and Habits' section to the object-lesson programme, there has been a reduction in the amount of time devoted to this branch; several schools were giving only thirty minutes a week to this branch. In more than seventy per cent. of the schools visited, the object-lesson programme prepared for the year was not in accordance with the new requirements."

"A beginning has been made with Nature Study, but at present work in this branch of object-lessons is confined to those schools in which the principal or one of the assistant teachers has a long-standing interest in natural history. Syllabuses of work for the period April to October, 1909, have been approved for about 200 schools, and I hope to find at my next visit that considerable progress has been made."

There is still a tendency to teach "Health and Habits" as a distinct subject outside the time devoted to object lessons in the lower standards and science in upper standards. A great many teachers have not yet discovered that the wretched little text-books on hygiene and domestic economy—a legacy from bye-gone days—bear no relation to the official programme in Science and "Health and Habits."

Mr. W. M.  
HALLAM.

Hygiene—  
Health and  
Habits.

In many of the equipped schools, and in the majority of the unequipped schools, these books are still in misuse. I have not found a single instance of an intelligent grasp of subject matter, where these methods of phrase-teaching are pursued. Unless this kind of teaching is to increase, it will be necessary to insist on a closer observance of the schemes and methods suggested in the "Notes for Teachers."

In order to ensure clear conceptions of units of measurements, and the decimal notation, and to lay a foundation of accurate habits of work, a number of exercises in practical arithmetic were introduced into the earlier editions of the science programme, as it was only by means of the science organization that these methods could be brought to the teachers' notice. When a fair grasp of the principles of measurement had been obtained, these exercises in practical arithmetic were put into their proper place in the arithmetic programme, and the science programme left free to deal with the study of the properties of matter and the nature of physical and chemical change. In many schools this section of the arithmetic programme has been seriously neglected, and the progress of science instruction much hampered thereby. The practical examinations and the Easter and July papers show want of power in applying arithmetical principles to practice. The "rule of three" method of working proportion as often puts the student wrong as right. Is it not time to relinquish this perpetual stumbling block, and adopt exclusively a unitary method in the primary schools? So constantly does one find a "rule of three" statement made in order to divide by ten, that it is obvious the method in most cases is a mere rule of thumb. The unitary method can be made intelligible to very young children, but the equality of two ratios is a mature conception.

Practical  
Arithmetic.

The advocates of the old method claim its convenience for compound proportion—a direct admission that it is a mechanical device—but we seldom need compound proportion outside the school walls. The knowledge of decimals exhibited in the above mentioned examinations is often lamentably weak.

I have not seen many school gardens during the year; those that I have seen were organized by an extern teacher; the work of the class-room is not, as a rule, sufficiently correlated with the practical work in the garden. Primary school garden work should be more concerned in producing an intelligent understanding of the conditions of plant growth and of garden operations, than in the production of prize crops.

School  
gardens

Mr. W. M.  
HALLER.  
—  
Rural  
Evening  
Continua-  
tion Schools

There is little doubt that horticultural instruction is most effective with pupils somewhat older than those attending our schools. I should like to see some Rural Evening Continuation Schools started, in which the central idea would be horticulture, but correlated with literary and scientific subjects of instruction. Such a class would meet for two hours on each of two evenings in the week, say from six to eight o'clock, from October to August. In the dark evenings of the winter the class would meet in the local National or Technical school, and the curriculum might embrace *inter alia* the following subject matter:—

*Practical Arithmetic and Mensuration.*

Simple linear survey of a farm with use of chain and plane-table.

Drawing plans of farm and garden to scale.

Plans of garden plots for summer work and scheme of cropping.

Book-keeping of the farm and garden.

Preparation of "garden-book" for record of operations and crops on the garden plots.

Study of market prices and arithmetical exercises on these. Available markets and cost of transport to these.

*Elementary Science.*

Study of fundamental ideas of physical and chemical change, especially in their bearing on plant and animal physiology and elementary hygiene.

*Nature Study.*

Study of function of parts of a plant and the conditions of plant growth. Recognition of common trees, weeds and other plants. Study of germination of a seed. Seed testing. Study of insect pests.

*Plant Nutrition.*

Experiments on plant feeding. Properties, use, and cost of common manures.

*Garden Operations.*

The written record of the instruction should be carefully supervised and made a means of teaching English Composition. Drawing, both freehand and mechanical, should be introduced at every stage of the instruction as required. The habit of consulting books of reference should be encouraged. The light evenings of summer would be spent almost exclusively on the garden plots, and in visits to gardens in the locality for special instruction in grafting, greenhouse management, etc.

An exhibit of drawings, note books, and crops should be sent to the local horticultural show, so as to arouse a more widespread interest in such work.



It would not be difficult to devise a similar curriculum for girls, in which the central idea would be domestic work and hygiene.

Mr. W. M.  
HELLER.

If adult pupils are to be retained in continuation schools, they must be interested and treated as adults, not as third standard children, and the teaching of reading, writing, and arithmetic must be made incidental to the central idea of the instruction. It would be difficult at first to find a supply of teachers qualified to conduct such courses; but a few good classes would be of greater ultimate value than a large number of indifferent ones.

During the year I have carefully considered the programmes of instruction in relation to the work accomplished in schools, and see no reason to recommend any change for the present.

Programmes

It is true that in a majority of the equipped schools the programme for the year is not fully covered, but the amount accomplished is increasing year by year, as the experience gained by the teacher lessens his fear of preparing a new lesson. In any case the syllabuses represent maximum programmes, and are not constructed for irregular instruction. In schools where only a fraction of the programme is taught, the reason is at once apparent when one consults the records of work. It is some satisfaction to know that our programmes are thought well of elsewhere. A Committee of the British Association, appointed in 1904 to inquire into the courses of practical instruction most suitable in elementary schools, after considering a large number of schemes from various English authorities, recommended the courses of instruction in operation in Irish National schools, as satisfying the aims and methods that should guide scientific instruction. In the autumn I was instructed by the Secretaries to make arrangements to show a head official of one of the principal English Education Authorities some of the science work in our schools; he spent a week with me, visiting the ordinary selection of schools pre-arranged for that week. I append the summary at the end of his report to his Committee.

"Briefly summarising the points that impressed me favourably I desire to call attention to:—

- "1. The excellent facilities for experimental work of every kind suitable to scholars in primary schools possessed by the fully equipped schools, as exemplified in the Government Model Schools, Dublin.
- "2. The provision of means for practical work in weighing and measuring in almost all the partially equipped schools.
- "3. As a result of (2) the intelligent grasp of the metric system of weights and measures possessed by boys and girls alike in the schools having the necessary equipment.
- "4. The general completeness of the schemes of instruction.
- "5. The almost universal mental alertness of the children I had the pleasure of questioning."

I have the honour to remain,

Your obedient servant,

W. MAYHOWE HELLER,  
*Inspector of Science Instruction.*

Mr. C. B.  
McElwain.

DUBLIN,

July, 1909.

SIR,

I have the honour to submit my General Report on the Instruction in Drawing for the school year, ending 30th June, 1909.

During the year, and when not otherwise engaged, I have devoted my attention to visiting the larger schools for the purpose of giving assistance in the organisation of the course of instruction. In many cases these visits were made at the special request of the managers of the schools; the requests coming either through you, or to myself direct. When the latter course of communication was adopted, the requests, in many cases, came from a district or part of the country I had visited a short time previously, and, judging from their nature, I can only assume that the visits I had already made in the district were appreciated.

When visits of the above nature are undertaken, my usual course of procedure is to look over the work of the school and from it form an opinion of its general condition. The opinion usually formed is that the work has little to do with the present-day educational needs of the pupils, and subsequent contact with the pupils confirms this opinion. In too many cases there is not, as there should be, a reasonable development of the powers of observation, of judgment of form and proportion, or of self-reliance and expression in execution. In such cases the instruction begins and ends in the "mechanical" production of "patterns," which patterns lack principles, and consequently are of a very tame and dejected nature. Such instruction has no educational value, and, as noted by Mr. O'Connor in his report of last year, it leads nowhere.

After learning something of the nature of the work done, I give an illustrative lesson to each class, and make suggestions to the teachers in reference to very simple methods of carrying on the work in the future. This procedure I have found to be the most efficient method of dealing with the subject.

Regarding progress in general, I cannot add to that which I described in detail in the report made last year. Broadly speaking, the subject is in much the same condition as it was at the end of last year, but the great importance and necessity of its inclusion in the school curriculum is fully recognised, and there is a widespread spirit of enquiry regarding the best ways and means to adopt in order to secure successful teaching.

In the case of the comparatively few schools to which I have been able to give attention, I have, when opportunity was available, visited them a second time. When such a visit has been made, I was glad to note that there appeared to be very hopeful signs of improvement. In a certain very limited number of cases there has been quite a remarkable improvement in the

nature and educational value of the work, and this leads me to believe that as regards progress in general, it is only necessary to give the teachers sound and practical assistance, and they will endeavour to do their best to carry on the work. Indeed I cannot overestimate the enthusiasm displayed by certain teachers, who probably read more and experiment to a greater extent than their colleagues. As a consequence, they enter into the spirit of the work in a healthy and whole-hearted manner. The pupils under such teachers seem brighter, more observant and thoughtful, and they respond to the teaching with very marked intelligence.

Mr. C. B.  
McKELWEE  
—

Of course in many cases when teachers have had little or no training in the subject, and have never been in contact with good work, many mistakes are made. The most notable mistake is that of unnecessarily overdoing the "drill" exercises recommended in the "Notes for Teachers," and entirely failing to reach exercises involving a study of simple form and proportion. This fault, however, should disappear as knowledge increases; but it will take some very considerable time owing to the enormous difficulties of organisation.

As reported last year, the main trouble seems to be the proper method of holding and handling the pencil so as to secure properly controlled muscular movements when drawing. This can only be overcome by influence and illustrative example on the part of the teacher, but many teachers, owing to an entire lack of training, or to the absence of the proper muscular movements in themselves, cannot train their pupils to acquire good habits. The very serious aspect of this drawback accounts for the weakness in practical and manual instruction noted in Mr. Heller's report on Science Instruction, 1906, when he refers to the difficulties of getting sufficient attention paid to the practical work in science for individual pupils. There can be no doubt whatever that weak teaching in *drawing* is at the root of all evils in this direction. Throughout the world drawing is now fully recognised to be the foundation of all manual craft, and industrial occupations, and unless begun in the earlier stages of life, there is little hope when the adult period is reached. Therefore I am quite safe in saying that where the instruction in drawing is sound, there will be no difficulty in the direction above indicated. Furthermore, and judging from the expressed opinion and experience of others, a proper training of the observation and of the muscular movements required in drawing, should and must react with beneficial effect on the mental development of the pupil, and accordingly make easier the assimilation of those subjects in the school curriculum which tend, more or less, towards the abstract.

I am anxious to draw attention to a particular class of school which exists in the larger cities. In Dublin, Belfast, Cork, and other places, I have visited boys' schools situated in the poorer districts. As a rule the teachers in these schools inform me that I am not to expect much as their pupils have no artistic ability and cannot draw. This is a mistaken view, and one

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McEwen.

which is not hopeful. Boys in schools of the nature described are not required to become artists in the true sense of the term, but they should have an efficient course in primary or educational drawing, and be taught to see, handle and do, so as to acquire sound and useful habits which could be turned to good account in their after life's work. On the whole, my experience is that the vast majority of these boys are capable of producing very reasonable work. When giving them a lesson I find no difficulty whatever in encouraging them to produce tolerably good work, but as the whole of the organisation of the subject rests entirely in my hands, it is quite impossible to give these schools the attention which is necessary to assist the teachers who control them. These schools should be visited at least once every month until substantial progress has been made in a suitable course in drawing calculated to train observation, manual skill, and the intellect.

As noted last year, the larger infants' schools continue to make substantial progress, more especially those which have received attention from one of the organisers of Kindergarten instruction. A few schools, however, still adhere to paper closely covered with dots. The use of this paper, as mentioned last year, strains the eyes, cramps the fingers, and represses initiative, and the only result obtained is a useless uniformity of finish and form; both of which are entirely beyond the capacities of very young children.

The time devoted to drawing seems to vary considerably, even in the same school. The minimum time recorded is one lesson of half-an-hour each week, while the maximum time recorded is five lessons of half-an-hour each week. The average time, however, is three lessons of half-an-hour each week. In a few schools I find the lessons are of one hour, or of forty minutes duration, and I have no doubt that in these cases the saving of time otherwise devoted to the distribution and collection of the necessary materials many times each week, must be apparent. Of course the question of time devoted to drawing must be largely influenced by the nature and number of other subjects in the school curriculum, but I might say that I see very many arguments in favour of more time for drawing in boys' schools. In boys' schools there is no form of manual occupation, and drawing seems to be the only solution to the difficulty.

During the year I have, with your permission, instituted Saturday demonstration classes for teachers, and demonstrations have already been given in the following places:—five in Belfast, two in Dublin, and one in Cork, Limerick, Mullingar, Roscrea, Waterford, and Wexford. In addition to these demonstrations, which I shall term public demonstrations, I gave private demonstrations in seventeen Convent schools. Since no complete record can be kept, it is impossible to name the total number of teachers who attended these demonstrations; but I am in a position to say that I was brought into contact with the teachers of 385 schools, and these schools probably represent at least 1,200 teachers. In addition to teachers many of the mem-

bers of the Inspection staff, and on one occasion school managers, attended the demonstrations.

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McEwen.

When giving a demonstration I devote particular attention to the work of the junior standards, or standards I., II., and III., and to making the work as simple as possible. The junior standards represent the weakest section in the schools, and so soon as a good foundation is laid, additional demonstrations on the work of the higher standards will be necessary. The demonstrations are most popular and are well attended by teachers. Over and over again teachers have expressed their appreciation of the information given them, and I repeatedly hear the expression or its equivalent, 'I never attended a lesson on drawing before, and I now see that it can be made a living subject.'

In the annual examination for entrance to the Training Colleges this year, the women candidates failed to maintain the uniform average which was so apparent last year. The difference may be accounted for by the great increase in the number of candidates examined. The number of women candidates' papers marked this year was 366 in excess of those marked last year, and although there was an increase in the number of good drawings, the greater number of papers which displayed an entire absence of training and ability, helped to lower by two per cent. the otherwise low average mark awarded last year. The men candidates' papers displayed a very slight improvement on those of last year, but there is still a great weakness in ability to handle the pencil. The almost entire absence of principles, as well as the study of form and proportion, is not encouraging.

Some candidates produced their drawings partly in accordance with the ideas displayed in the example, and partly upside down. Another curious feature of the work is that only a very limited number of the candidates could represent the letter "A" in anything like reasonable form; the usual process of production was to fix a few points and put in a few lines irrespective of the position they should occupy, or the form they were intended to represent. This, as I have noted in the case of some of the schools, is not drawing, and has no reference to the educational needs of the candidates.

With regard to the Training Colleges, I have to say that the instruction in drawing is carried out under the most trying circumstances. In the first place the great majority of the students when entering the Training College know considerably less of drawing than of any other subject in the college curriculum. Many of them, strange to say, appear as if they never had held a pencil, or a piece of chalk for the purpose of making a drawing. Apart from this, the accommodation provided for drawing in the Training Colleges is not always of the most approved type, and again, in many cases, the classes are much too large. In some cases, when in conversation with the Principal of the college, I have ventured to point out the latter fact, and new arrangements appear to have

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been made to enable the numbers in the classes to be reduced. There is, however, one college where the number under instruction during the past year ranged from 32 to 95 at a single lesson.

In a Training College where student teachers are concerned, twenty five is a fair and reasonable number for one person to control at a single drawing lesson, and any increase in this number means that the teaching cannot be effective. The labour of an instructor in drawing is enormous; he must keep each student under his eye and must always be on the alert, more especially as he has to deal with the development of physical and mental faculties, not to say the development of all the faculties possessed by a human being.

The Training College course extends over two years. The first year course may be said to be devoted to giving the students their first insight into the real meaning of drawing, consequently little progress can be anticipated at the end of the first year. By the end of the second year, the majority of the students gradually assume the position of being able to do a little on their own account, and a few, by this time, do exceptionally good work. Their training in observation, as well as their ability to draw with any degree of expression, has advanced as far as can be expected under the circumstances.

I have visited the Training colleges frequently, and have always been received with the greatest courtesy. When a visit is paid to a college, I am always requested to give the students a lesson, and if the whole of the students in a "year" are not present, the lesson must be repeated on another occasion for the benefit of those absent on the first occasion. I have in the case of four of the women's Training colleges, given a demonstration on modern methods of teaching Kindergarten drawing.

During the past two years every effort has been made to wipe out "mechanical" methods of execution, and most substantial progress in this direction has been made. The results of the annual examinations in July amply confirm this statement. The average marks awarded at the "final" year examinations since I first assumed office in June, 1907, are given below in the form of a percentage:—

1907,	...	...	...	36.95	per cent.
1908,	...	...	...	41.76	"
1909,	...	...	...	56.64	"

These figures speak for themselves. They, however, convey a very limited idea of the real facts of the case. In 1907, there was, so to speak, no drawing; the results demanded were obtained mechanically, and all the work was executed with the aid of a ruler. In marking the worked papers many marks were given gratuitously, and without any definite reason for doing so.

In the examinations this year, not only were "mechanical" aids and the use of the ruler strictly forbidden in a certain section of the work, but all the work required was "real" drawing, or drawing produced freely, and involving intelligent observation, thought, and manual skill on the part of the candidate. In addition, a sound scheme of marking was applied in each case.

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McEwen

The progress made has been truly remarkable, but it is perhaps difficult to adequately realize what this progress actually means until after going through, paper by paper, the work executed in 1907, and that executed this year. The limit of Training college work, however, has not been reached, and even better results are anticipated in the final year examinations next year. There must be still less untrained stiffness and uncultured scribble, and much more freedom in the accurate expression of form. The application of principles must also receive more marked attention.

Unlike science, *drawing* in the Training colleges is not yet in the position it should occupy. The students now leaving the Training colleges are not by any means so good, nor do they possess a power of graphic expression equal to those who now enter Scotch, or the average of the English, Training Colleges. This, however, is to be expected since it was only in 1907 that entirely "free" drawing without the aid of a mechanical framework, or the use of the ruler, was demanded in the entrance examinations. Whereas, mechanical methods of execution and the use of the ruler have not been thought of in the case of entrance to the English and Scotch colleges for a very considerable period of years.

The Training college programme, like that before the schools, is very simple and might be described as transitional. It must be slowly moulded to meet the evolution of affairs, and be brought into line with modern educational ideas. A sudden change, or additional demand at the present moment would cause an irreparable check to the progress now being made.

The importance of the inclusion of drawing in the college programme cannot be over-estimated. Personally, I know from experience that a teacher who can "draw" is in possession of a means of expression more powerful than language. To the young child words are oftentimes wholly insufficient for the expression of many conceptions, and it is here that drawing must supplant language in giving a clear interpretation of ideas. This year some of the colleges have turned out a reasonable number of students who can draw well, and should know the real meaning of the method of training the senses of sight and touch. Many of them are also quite capable of using drawing as a means of expression in the class teaching of many subjects, and this will enable them to make their teaching much more effective.

The practising schools attached to the Training colleges are endeavouring to fall into line with modern views, and are making

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very substantial progress. The teachers in them are most enthusiastic and take a keen interest in the progress and welfare of their pupils, but it seems to me that their work is somewhat hampered and undone by the regular intrusion of so many student teachers. I have formed the opinion that in the case of *drawing*, the first year students in a Training college should not under any circumstances, be permitted to give a lesson to pupils in a practising school. As matters stand, the observation of many of these students is less developed, and they have less trained ability to draw than the pupils under them; therefore, in giving a lesson, they probably do more harm than good. The first year students, however, should carefully watch the efforts of the regular and more skilled teachers of the practising school, and assist in the practical carrying out of the work of the pupils. Then in their second year they should have an opportunity to put into practice the knowledge they have acquired during their previous experience.

The question of text books seems to be a most serious one. Personally I do not wish to recommend or condemn any text book in particular, but the Principal of one of the Training colleges, who takes an interest in the welfare of the college students, has informed me that he thinks a great many of the text books which reach the teachers tend to lead them astray, and some assistance should be given them regarding the proper selection of a profitable book. Unfortunately, at the present moment, the market is overloaded with books, excellent and otherwise, and in making a selection, the main point of consideration should rest entirely on the ability of the teacher to teach up to the standard shown in the book. I therefore beg to put forward the suggestion that each Training college should place on the shelves of its library, a selection of officially approved, and modern text books, as well as other literature relating to the subject. In this way the students in the college should become acquainted with these text books and know the best methods of teaching, instead of going into the schools entirely ignorant of the fact that good text books and literature are to be found almost everywhere. My own experience in the schools is that many teachers pay out very considerable sums of money in purchasing text books which to all intents and purposes have nothing whatever to do with the work of an elementary school.

In conclusion, I might mention that in accordance with your instructions, I attended during the first week in August, 1908, the Third International Art Congress for the Development of Drawing and Art Teaching and their Application to Industries. This Congress was held in the Great Hall of the University of London, and an exhibition of the work done in the primary, secondary, and other schools of twenty one nations, was on view in the Victoria and Albert Museum, South Kensington.

I need not go into the details of the matters discussed at the Congress meetings, but may remark that the work exhibited



clearly indicated that during the period between the First Congress in 1900—when a general scheme of action was discussed and approved—and the present, there has been a complete revolution in the science of teaching drawing in the “elementary school.” The childrens’ drawings emphasized this fact, and amply proved in every case that the work done has some close connection with the educational development of the child.

Mr. C. B.  
McELWEE.

I have the honour to be,

Sirs,

Your obedient Servant,

CHAS. B. McELWEE,

*Organising Inspector of Drawing.*

To the Secretaries,

Offices of National Education,

APPENDIX  
TO THE  
SEVENTY-FIFTH REPORT  
OF THE  
COMMISSIONERS OF NATIONAL EDUCATION  
IN IRELAND,  
YEAR 1908-9.

SECTION II.

PART I.

Inspectors. Training Colleges. Schools in Operation, etc. Attendance, etc., at Schools of Special Character. Evening Schools. Equipment Grants. Teachers' Pensions, etc. Prizes and Premiums. Compulsory Education. Pupils on Rolls classified according to Ages, Attendances, and Standards. Schools in Operation and the Religious Denominations of Pupils on Rolls on 31st December, 1908.

FOR EXTENDED TABLE OF CONTENTS, SEE INSIDE.

PART II.

Rules and Regulations of the Commissioners of National Education in Ireland, 1905-9.

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Presented to both Houses of Parliament by Command of His Majesty.

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# APPENDIX TO THE SEVENTY-FIFTH REPORT

## OF THE

### COMMISSIONERS OF NATIONAL EDUCATION.

#### SECTION II.

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## INSPECTORS.

INSPECTORS OF IRISH NATIONAL SCHOOLS ON 30th JUNE, 1909.  
CHIEF INSPECTORS—A. PURSER; J. J. HYNES, M.A.

## SENIOR INSPECTORS.

Circuit.	Name and Residence.
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Derry, . . .	J. Ross, M.A., . . . Derry.
Ballymena, . . .	W. Pedlow, B.A., . . . Ballymena.
Omagh, . . .	J. A. Coyne, B.A., . . . Omagh.
Enniskillen, . . .	W. J. McClintock, M.A., . . . Enniskillen.
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Belfast (2), . . .	B. P. Dewar, M.A., . . . Belfast.
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Athlone, . . .	I. Craig, B.A., . . . Athlone.
Portarlington, . . .	W. P. Headen, B.A., . . . Portarlington.
Limerick, . . .	J. McNeill, B.A., . . . Limerick.
Clonmel, . . .	H. M. Beatty, LL.D., . . . Clonmel.
Waterford, . . .	W. A. Brown, B.A., . . . Waterford.
Kerry, . . .	L. S. Daly, M.A., . . . Tralee.
Cork (1), . . .	A. J. McElwaine, M.A., . . . Cork.
Cork (2), . . .	T. P. O'Connor, B.A., . . . Cork.

## DISTRICT AND JUNIOR INSPECTORS.

Circuit.	Name and Station.
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Derry, . . .	J. J. Doody, B.A. (Junior Insp.) Coleraine.
Do., . . .	W. Kyle, B.A. (Junior Inspector.) Derry.
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Do., . . .	J. Smyth, M.A. (Junior Insp.) Magherafelt.
Omagh, . . .	L. O'Reilly, . . . Omagh.
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Enniskillen, . . .	L. J. Stokes (Junior Inspector), Enniskillen.
Do., . . .	P. J. Henan (Junior Inspector) Cavan.

## DISTRICT AND JUNIOR INSPECTORS (continued).

Circuit.	Name and Station.
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Do., . . .	H. Worsley, M.A., . . . Armagh.
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Do. (1), . . .	J. Keith, M.A., . . . Belfast.
Belfast (2), . . .	J. A. O'Connell, M.A., . . . Bangor.
Do. (2), . . .	W. MacMillan, B.A., . . . Downpatrick.
Dundalk, . . .	J. C. Rogers, B.A., . . . Newry (Warrenpoint).
Do., . . .	C. Bartley (Junior Inspector), Drogheda ( <i>pro tem.</i> ).
Sligo, . . .	P. Fitzpatrick, . . . Sligo.
Do., . . .	F. B. Lavelle (Junior Inspect.) Carrick-on-Shannon.
Dublin (1), . . .	G. Bateman, LL.D., . . . Dublin.
Do. (1), . . .	J. H. Tibbs, B.A., . . . Trim (Dangan).
Dublin (2), . . .	. . . . . Dublin.
Do. (2), . . .	J. Dickie, B.A., . . . Beniscorthy.
Castlebar, . . .	E. Dale, B.A. (Junior Inspector) Ballina.
Do., . . .	J. Fenton (Junior Inspector), Westport.
Galway, . . .	A. P. Morgan, B.A., . . . Tuam.
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*Irish*—D. Mangan, B.A., Dublin; A. N. B. Wyse, M.A., on Special duty (Dublin).

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James A. Cole, M.A.; A. Thompson, B.A.; W. J. Kelly, B.A.;  
Miss M. B. Pys, B.A. (Woman Inspector).

# Staff, on 30th June, 1909, for the Organization of Special Branches.

## NEEDLEWORK.

Miss M. Prendergast, . . . . .	(Directress).
Miss L. Cullen, . . . . .	} (Assistants to Directress).
Miss M. Hogan, . . . . .	
Miss M. J. Lee, . . . . .	
Miss M. J. Glynn, . . . . .	

## MUSIC.

(Position Vacant.)

## ELEMENTARY SCIENCE AND OBJECT LESSONS.

W. M. Heller, <i>B.Sc., F.C.S.</i> , . . . . .	(Organizer and Inspector.)
E. G. Ingold, . . . . .	(Assistant)
Miss E. S. Maguire, . . . . .	(Sub-Organizer).

## COOKERY AND LAUNDRY.

Miss C. M. Shuley, . . . . .	(Organizer).
Miss E. Stevenson, . . . . .	} (Assistants to Organizer).
Miss T. Dunlea, . . . . .	
Miss F. Brunker, . . . . .	
Miss A. A. Smyth, . . . . .	
Miss E. Ebrill, . . . . .	
Miss M. F. Porter, . . . . .	
Miss H. Patton, . . . . .	
Miss D. Earle, . . . . .	
Miss M. M'Donnell, . . . . .	}
Miss J. C. Wallace, . . . . .	

## KINDERGARTEN.

Miss R. O'Farrell, . . . . .	(Organizer).
Miss I. C. Deane, . . . . .	} (Assistants to Organizer).
Miss A. J. Beveridge, . . . . .	
Miss G. E. Austin, . . . . .	
Miss E. S. Treanor, . . . . .	

## DRAWING.

C. B. McElwee, . . . . .	(Organizing Inspector).
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## IRISH.

Miss M. O'Sullivan, . . . . .	} Organizers of Irish Language Instruction.
M. Cleary, . . . . .	
D. Deeny, . . . . .	
W. Falconer, . . . . .	
P. MacSweeney, . . . . .	
H. Morris, . . . . .	

STAFFS AT THE TRAINING COLLEGES,  
On 30th June, 1909.

## MARLBOROUGH-STREET TRAINING COLLEGE.

(For Masters and Mistresses.)

Managers.—The Commissioners of National Education.

<i>Principal, Women's Department,</i>	Thomas H. Toogan, Esq.
<i>Principal, Men's Department,</i>	M. C. McClelland, Esq., LL.B., R.U.I.
<i>Vice-Principal, Women's Department,</i>	Miss Johnston.
<i>Lady Superintendent (Glennavin Branch),</i>	Miss Emeline Cantillon, M.A., R.U.I.
<i>Chaplains,</i>	(E.C.) Very Rev. Dean Webster, M.A., T.C.D.; (Pres.) Rev. J. D. Osborne, M.A., R.U.I.; (Meth.) Rev. R. Lee Cole, M.A.

## PROFESSORS.

<i>English Literature and History,</i>	T. H. Toogan, Esq.
<i>English Composition, English Grammar, Geography, and Spelling, etc.</i>	M. C. McClelland, Esq., LL.B.
<i>Science and Art of Education,</i>	G. Payton, Esq., LL.D., R.U.I.
<i>Elementary Science (with Laboratory Work),</i>	John Bell, Esq., M.A., LL.D., T.C.D.
<i>Arithmetic and Mensuration, Algebra, Geometry.</i>	J. Brown, Esq., M.A., T.C.D.

## ASSISTANTS TO PROFESSORS.

<i>Drawing, Manual Instruction, etc.,</i>	Joseph J. Crane, Esq., LL.D., T.C.D.
<i>Spelling and Punctuation and Book-keeping,</i>	Miss Annie J. Gault.

## SUPPLEMENTAL.

<i>Classics,</i>	Robert F. Crooke, Esq., M.A., T.C.D.
<i>Irish,</i>	J. J. McCormick, Esq.
<i>Reading,</i>	James Edgar, Esq., and Miss Mary O'Hes.
<i>Drawing,</i>	Miss Elmor Purser.
<i>Assistant to Professor of Science and Instru- ment in Hand and Eye Training.</i>	Miss Ellen M. Colgan.
<i>Needlework,</i>	Miss Carroll.
<i>Vocal Music,</i>	Brendan Rogers, Esq., Miss Annie Byrne.
<i>Instrumental Music—Piano and Harmonium,</i>	Miss Gordon, Miss Barry, and J. R. Leahy, Esq.
<i>Practical Cookery,</i>	Miss M'Mordie.
<i>Kindergarten,</i>	Miss Jane Ritchie.
<i>Clerk to Principals,</i>	Mr. Andrew T. Matthews.
<i>Assistant to Principal Men's Department, and Drill Instructor.</i>	Mr. John Warnock, B.A., T.C.D.
<i>Training Assistants, Men's Department,</i>	Messrs. Matthew Reilly, John H. Killough*, and Guilford G. Dudley, LL.B., R.U.I.
<i>Training Assistants, Women's Department,</i>	Miss Margaret Curroll and Miss Mary Miller.
<i>Matron, Men's Department,</i>	Miss Devine.
<i>Matron, Women's Department,</i>	Miss McCarthy.
<i>Assistant Matron, do.,</i>	Miss M'Mordie.
<i>Medical Attendant,</i>	J. Dallas Pratt, Esq., M.D., F.R.C.S.I.
<i>Dentist,</i>	Herbert A. Carter, Esq.
<i>Junior Clerk,</i>	Mr. Cornelius M'Mahon.
<i>Laboratory Attendant,</i>	Mr. Matthew Costelloe.

\* Mr. Killough also assists the Professor of Science.



## "ST. PATRICK'S" TRAINING COLLEGE, DRUMCONDRA.

(For Masters.)

*Manager*.—His Grace the Most Rev. W. J. WALSH, D.D., Archbishop of Dublin.*Principal*, . . . . . Very Rev. Peter Byrne, C.M.*Vice-Principal and Professor of Religious Knowledge*, . . . . . Rev. J. Hanley, C.M.*Dean and Professor of Religious Knowledge*, . . . . . Rev. J. Bennett, C.M.*Secretary to Principal and Professor of Religious Knowledge*, . . . . . Rev. N. Comerford, C.M.

## PROFESSORS.

*Mathematics*, . . . . . Henry C. M'Woenoy, Esq., M.A., F.R.C.I.*English Language and Literature, do., and Latin*, . . . . . James Mackon, Esq., B.A., LL.*Arithmetic and Mensuration*, . . . . . Stephen FitzPatrick, Esq.*Elementary Science and Manual Training and Drawing*, . . . . . P. B. Foy, Esq.*Science and Art of Teaching*, . . . . . J. Hawkey, Esq., M.A.

## SUPPLEMENTAL.

*Superintendent in Practising Schools*, . . . . . J. W. Carolan, Esq.*Elementary Hygiene*, . . . . . E. J. M'Woenoy, Esq., M.A., M.D., D.P.H.*Music*, . . . . . Joseph Seymour, Esq., M.U.S., and T. Logier, Esq.*French*, . . . . . Mons. E. Cadie, D.LITT., F.R.C.I.*Drawing*, . . . . . Michael Drury, Esq.*Reading*, . . . . . M'Hardy Flint, Esq.*Irish*, . . . . . T. O'Donoghue, Esq.*Medical Attendant*, . . . . . Martin Dempsey, Esq., M.D., F.R.C.P.I.*Drill Instructor*, . . . . . Mr. H. L. Harte.

## "OUR LADY OF MERCY" TRAINING COLLEGE, CARYSPORT PARK, BLACKROCK, CO. DUBLIN.

(For Mistresses.)

*Manager*.—His Grace The Most Rev. W. J. WALSH, D.D., Archbishop of Dublin.*Principal*, . . . . . Mrs. Keenan.*Vice-Principal*, . . . . . Mrs. M. G. Whelan.*Chaplain*, . . . . . One of the Clergymen attached to St. Joseph's, Blackrock.

## PROFESSORS.

*English Literature and Composition*, . . . . . William Magennis, Esq., M.A., LL., F.R.C.I.*Mathematics*, . . . . . E. De Velera, Esq., M.A.*Geography and General History, Drill, and Science*, . . . . . Miss Alice Connolly, Certificated Teacher.*Methods of Teaching, School Organization, History of Education, and Grammar*, . . . . . Miss Mary Connell.*Do.* . . . . . Miss Josephine McNamee.

## SUPPLEMENTAL.

<i>Irish</i> , . . . . .	Mrs. E. Butler.
<i>Instrumental Music (Harmonium)</i> , . . . . .	{ Mrs. Moloney, Convent National Schools. Mrs. Halpenny.
<i>Drawing</i> , . . . . .	
<i>Instrumental Music (Organ &amp; Piano)</i> , . . . . .	Mrs. Farrell, Convent National Schools.
<i>Tonic Solfa and Harmonium</i> , . . . . .	Mrs. Nolan, do.
<i>Needlework and Tonic Solfa</i> , . . . . .	Mrs. M. E. Walsh do.
<i>Drawing and Music</i> , . . . . .	Mrs. O'Brien, do.
<i>Chorus Singing</i> , . . . . .	Mrs. Talbot, do.
<i>Practical Cookery and Kindergarten</i> , . . . . .	V. O'Brien, Esq.
<i>Reading</i> , . . . . .	Miss Annie Connolly, Certificated in Manchester.
<i>Matron</i> , . . . . .	M'Hardy Flint, Esq.
<i>Medical Attendant</i> , . . . . .	Mrs. O'Connor.
	Sir Christopher J. F. Nixon, J.P., M.D., LL.D., F.R.C.Q.C.P.I.

## "CHURCH OF IRELAND" TRAINING COLLEGE, KILDARE-PLACE.

(For Masters and Mistresses.)

<i>Manager</i> .—His Grace The Most Rev. J. F. PEACOCKE, D.D., Archbishop of Dublin.	
<i>Principal</i> , . . . . .	Rev. H. Kingsmill Moore, D.D., Ball. Coll., Oxon.
<i>Lady Superintendent</i> , . . . . .	Miss M. Lloyd Evans, M.A.
<i>Assistant, Women's Department</i> , . . . . .	Miss M. J. Smith.
<i>Chaplain</i> , . . . . .	Rev. H. Kingsmill Moore, D.D., &c.

## PROFESSORS.

<i>Mathematical and Physical Sciences</i> , . . . . .	James C. Rea, Esq., B.A., Math. Sch., Queen's Coll., Belfast.
<i>English Language and Literature, History, and French, &amp;c.</i> , . . . . .	Laurence E. Steele, Esq., M.A., T.C.D., B.L.
<i>English Language and Grammar, Geography, and Drawing</i> , . . . . .	John Cooke, Esq., M.A., T.C.D.
<i>Methods of Teaching, School Organization, History of Education, Book-keeping, and Elementary Science</i> , . . . . .	Jeremiah Henly, Esq.

## SUPPLEMENTAL.

<i>Music</i> , . . . . .	Charles O. Grandison, Esq., and Mrs. Blake.
<i>Voice Production</i> , . . . . .	T. F. Marchant, Esq.
<i>Reading, &amp;c.</i> , . . . . .	Miss Tomkins.
<i>Gymnastic Instructor</i> , . . . . .	Mr. H. L. Harte.
<i>Needlework</i> , . . . . .	Miss H. Heron.
<i>Practical Cookery</i> , . . . . .	Miss Sullivan.
<i>Kindergarten, &amp;c.</i> , . . . . .	Miss M. Lloyd Evans.
<i>Superintendent (Men's Department)</i> , . . . . .	Hugh Magill, Esq.
<i>Matron, Men's Department</i> , . . . . .	Mrs. Eaton.
<i>Matron, Women's Department</i> , . . . . .	Miss Earl.
<i>Assistant Secretary and Accountant</i> , . . . . .	W. Webster Smith, Esq.
<i>Medical Attendant and Lecturer on Hygiene</i> , . . . . .	Henry T. Bewley, Esq., M.D., M.S., &c.

## Training Colleges.

## "DE LA SALLE" TRAINING COLLEGE, NEWTOWN HOUSE, WATERFORD.

(For Masters.)

Manager, The Most Reverend R. A. SHEEHAN, D.D., Bishop of Waterford and Lismore.

Principal,	Rev. Bro. Thomas R. Kane, M.A., B.E., R.U.I.
Vice-Principal,	Rev. Brother Ignatius P. Flood, B.A., R.U.I.
Chaplain,	Rev. M. C. Crotty.

## PROFESSORS.

English,	Rev. Bro. Ignatius P. Flood, B.A., R.U.I.
Method of Teaching, School Organization, and History of Education.	Hugh Kerr, Esq., B.A., R.U.I.
Mathematics and Irish,	James L. Ahern, Esq., B.A., R.U.I.
Natural and Physical Science,	Rev. Brother Philip M. Healy, B.Sc. (Lond.), & A.R.C.S.O.
History and Geography,	Rev. Brother Stephen T. McGourty B.A., R.U.I.
Assistant Professor of Method, &c.,	Rev. Brother James D. Connors.
Assistant Professor of Method,	Rev. Brother Philbert M. Maher, B.A., R.U.I.
Assistant Professor of English Composition and Spelling, &c.	Rev. Bro. Berchan J. O'Donnell, B.A., R.U.I.
Assistant Professor of Science, &c.,	Rev. Brother Brendan W. Herlihy, B.A., R.U.I.
Assistant Professor of Mathematics, and Assis- tant for General English Subjects.	Rev. Bro. A. J. O'Connor, B.A.

## SUPPLEMENTAL.

Music (Vocal and Instrumental),	W. Henry Murray, Esq., M.T.S.C., and Rev. Bro. Augustin Roche, A.T.S.C.
Drawing,	Samuel J. Murphy, Esq.
Do. (Assistant),	Rev. Bro. Gerald T. Sheehan.
Secretary, Accountant, &c.,	Rev. Bro. Eulogius P. McCarthy.
Project of Discipline,	Rev. Brother Max N. Brennan.
Drill Instructor,	Sergeant-Major Hibbert.
Medical Attendant,	J. J. O'Sullivan, Esq., M.D.

## "ST. MARY'S" TRAINING COLLEGE, BRIGHT.

(For Mistresses.)

Manager, The Most Reverend J. Tohill, D.D., Bishop of Down and Connor.

Principal,	Mrs. M. F. Kennedy.
Vice-Principal,	Mrs. M. S. Kennedy.
Chaplains,	The Clergymen of St. Paul's Church.
Bursar,	Mrs. M. C. Bean.

## PROFESSORS.

Mathematics and History,	Miss Ryan, B.A.
Methods, &c.,	Miss G. C. Clarke.
English, &c.,	Miss Mary McMahon, M.A., R.U.I.
Manual Instruction, Drawing, Needlework, and Kindergarten.	Miss Eliza Murphy.

## SUPPLEMENTAL.

Music,	Miss Hannin and Miss Gilmore.
Elementary Science,	H. Lappin, Esq., B.A. R.U.I.
Reading, &c.,	Miss E. McKisack.
Irish,	Rev. G. Nolan, M.A., B.D.
Cookery,	Mrs. M. C. Bean.
Domestic Economy and Hygiene,	Miss M. Donnelly.
Drill and Calisthenics,	Miss E. Robinson.
Medical Officer,	Alexander Dempsey, Esq., M.D.

## "MARY IMMACULATE" TRAINING COLLEGE, LIMERICK.

(For Mistresses.)

*Manager*, The Most Reverend EDWARD T. O'DWYER, D.D., Bishop of Limerick.

<i>Principal</i> ,	.	.	.	.	.	Mrs. Quinlan.
<i>Vice-Principal</i> ,	.	.	.	.	.	Mrs. Cullinan.
<i>Chaplain</i> ,	.	.	.	.	.	One of the Clergymen attached to the Diocesan College.
<i>Bursar</i> ,	.	.	.	.	.	Mrs. Leonard.

## PROFESSORS.

<i>English Literature, &amp;c.</i> ,	.	.	.	.	Rev. A. Murphy.
<i>Arithmetic and Measurement</i> ,	.	.	.	.	Rev. A. O'Leary, M.A., R.U.I.
<i>Science</i> ,	.	.	.	.	Mrs. Connolly.
<i>Geography, History, &amp;c.</i> ,	.	.	.	.	Mrs. Ryan.
<i>Practice of Teaching, Method, Irish, &amp;c.</i> ,	.	.	.	.	Miss Mary Murphy, B.A., R.U.I.
<i>Practice of Teaching and Recitation</i> ,	.	.	.	.	Mrs. Quinlan.
<i>Literature, Singing, History, &amp;c.</i> ,	.	.	.	.	Mrs. Cullinan.

## SUPPLEMENTAL.

<i>Vocal Music</i> ,	.	.	.	.	C. Kendal Irwin, Esq.
<i>Drawing and Music</i> ,	.	.	.	.	Mrs. M'Master.
<i>Drawing</i> ,	.	.	.	.	Mr. Freeth.
<i>Needlework, &amp;c.</i> ,	.	.	.	.	Mrs. Murphy.
<i>Cookery</i> ,	.	.	.	.	Miss Mabel Vaughan.
<i>Arithmetic</i> ,	.	.	.	.	Mrs. Leonard.
<i>Grammar, Kindergarten, Reading</i> ,	.	.	.	.	Mrs. Byrne.
<i>History, Reading, &amp;c.</i> ,	.	.	.	.	Mrs. McGrath.
<i>Medical Attendant</i> ,	.	.	.	.	J. Holmes, Esq., M.D.
<i>Sacristan, Infirmary, &amp;c.</i> ,	.	.	.	.	Mrs. O'Connor.
<i>Drill Instructor</i> ,	.	.	.	.	Corporal O'Brien.

ANALYSIS of the Results of the ANSWERING at the EXAMINATIONS held in 1908-9 of the KING'S SCHOLARS in the TRAINING COLLEGES, at the end of their First and Final Years.

"MARLBOROUGH STREET TRAINING COLLEGE."

(a) MEN.

	Final Year	First Year.	Total.
Number of Students examined.	58	58	116
Character of Answering :—			
Excellent, . . . . .	1	2	3
Very Good, . . . . .	13	12	25
Good, . . . . .	22	26	48
Fair, . . . . .	16	16	32
Failed, . . . . .	6	2	8
Total, . . . . .	58	58	116

(b) WOMEN.

Number of Students examined	113	60	173
Character of Answering :—			
Excellent, . . . . .	1	1	2
Very Good, . . . . .	20	11	31
Good, . . . . .	60	34	94
Fair, . . . . .	25	7	32
Failed, . . . . .	7	7	14
Total, . . . . .	113	60	173

"ST. PATRICK'S" TRAINING COLLEGE.

MEN.

Number of Students examined,	86	78	164
Character of Answering :—			
Excellent, . . . . .	1	—	1
Very Good, . . . . .	30	23	53
Good, . . . . .	36	33	69
Fair, . . . . .	12	17	29
Failed, . . . . .	7	5	12
Total . . . . .	86	78	164

## "OUR LADY OF MERCY" TRAINING COLLEGE.

## WOMEN.

	Final Year.	First Year.	Total.
Number of Students examined,	108	99	207
Character of Answering :—			
Excellent, . . . . .	—	—	—
Very Good, . . . . .	30	20	50
Good, . . . . .	72	60	132
Fair, . . . . .	4	16	20
Failed, . . . . .	2	3	5
Total, . . . . .	108	99	207

## "CHURCH OF IRELAND" TRAINING COLLEGE.

## (a) MEN.

Number of Students examined,	13	24*	37*
Character of Answering :—			
Excellent, . . . . .	—	—	—
Very Good, . . . . .	—	2	2
Good, . . . . .	7	8	15
Fair, . . . . .	4	8	12
Failed, . . . . .	2	5	7
Total, . . . . .	13	24*	37*

\* Includes one candidate whose examination was disallowed.

## (b) WOMEN.

Number of Students examined,	35	42	97
Character of answering :—			
Excellent, . . . . .	—	1	1
Very Good, . . . . .	5	8	13
Good, . . . . .	32	20	52
Fair, . . . . .	18	11	29
Failed, . . . . .	—	2	2
Total, . . . . .	55	42	97

## "DE LA SALLE" TRAINING COLLEGE.

## MEN.

	Final Year.	First Year.	Total.
Number of Students examined.	100	98	198
Character of Answering :—			
Excellent, . . . . .	—	1	1
Very Good, . . . . .	14	14	28
Good, . . . . .	50	42	93
Fair, . . . . .	20	33	53
Failed, . . . . .	16	7	23
Total, . . . . .	100	98	198

## "ST. MARY'S" TRAINING COLLEGE.

## WOMEN.

Number of students examined,	57	43	100
Character of Answering :—			
Excellent, . . . . .	1	—	1
Very Good, . . . . .	23	11	34
Good, . . . . .	29	31	60
Fair, . . . . .	3	1	4
Failed, . . . . .	1	—	1
Total, . . . . .	57	43	100

## "MARY IMMACULATE" TRAINING COLLEGE.

## WOMEN.

Number of Students examined,	49	40	98
Character of Answering :—			
Excellent, . . . . .	1	1	2
Very good, . . . . .	23	12	35
Good, . . . . .	25	28	53
Fair, . . . . .	—	6	6
Failed, . . . . .	—	2	2
Total, . . . . .	49	40	98

## I.—LIST OF SIXTY-EIGHT NON-VESTED SCHOOLS struck off the Roll during the year ended 31st December, 1908.

County.	Roll No.	School	Rural or Urban District or Town.	Religious Disaffiliation of Manager.	Reason for striking School off Roll
Antrim.	3092	Craigswarren.	Ballymena Rural.	Pres.	Not required.
"	8777	Fredrick Street (1)	Co. Boro' of Belfast	Pres.	Insufficient.
"	10506	Dunaghy Parochial.	Ballymena Rural.	E.C.	Not required.
"	12330	Riverdale Street.	Co. Boro' of Belfast	Pres.	Not required.
"	12704	St John's Place.	Larne Urban.	E.C.	Superseded by Larne Parochial Vested N. S.
"	12981	Glenavy.	Antrim Rural.	E.C.	Superseded by Glenavy Vested N. S.
"	13784	Campbell street.	Co. Boro' of Belfast.	Pres.	Not required.
"	14268	Prolek.	Ballycastle Rural.	Pres.	Not required.
"	14940	Dunroverick.	"	E.C.	Superseded by Dunroverick Vested N. S.
"	15746	Dunroverick Road.	Co. Boro' of Belfast	Pres.	Superseded by Dunroverick Vested N. S.
Armagh.	2868	Keady, G.	Town of Keady.	Pres.	Not required.
"	4961	Foylaghass, G.	Newry (2) Rural.	E.C.	Not required.
Cavan.	3046	Kilnakee, G.	Balleboro' Rural.	R.C.	Not required.
"	8630	Curry, G.	Cavan Rural.	R.C.	Not required.
"	8604	Leaighy, G.	"	R.C.	Not required.
"	10415	Thomson, G.	"	R.C.	Not required.
"	10672	Bellassa.	"	R.C.	Not required.
"	13727	Drumshanbo Jubilee.	Drumshanbo Rural.	Pres.	Not required.
"	14094	Drumshanbo.	Drumshanbo Rural.	Pres.	Not required.
Dublin.	2923	Dunroverick, G.	Dunroverick Rural.	E.C.	Not required.
"	7189	Tullymore.	Drumshanbo Rural.	Pres.	Not required.
"	11827	Drumshanbo.	Drumshanbo Rural.	E.C.	Not required.
"	2021	Fourtowns.	Newry (1) Rural.	Pres.	Not required.
"	2759	Aughavilly.	Banbridge Rural.	Pres.	Not required.
"	7267	Maghera, G.	"	E.C.	Not required.
"	8917	Ballynahinch (2).	Dunpatrick Rural.	Pres.	Not required.
"	11302	Kilfinchy, G.	"	E.C.	Not required.
"	11737	Dumree.	"	E.C.	Not required.
"	13719	Dee.	Banbridge Rural.	Pres.	Not required.
"	14530	Copeland Island.	Newtowns Rural.	Pres.	Not required.
"	14867	Ballynagar, G.	Dunpatrick Rural.	R.C.	Not required.
"	15003	Marfield.	Co. Boro' of Belfast	Pres.	Not required.
Fermanagh.	8159	Belinck.	Enniskillen Rural.	Pres.	Not required.
"	8270	Omagh, G.	Enniskillen Rural.	R.C.	Not required.
Tyrone.	433	Altamont.	Enniskillen Rural.	Pres.	Not required.
"	10830	Kilboe.	Enniskillen Rural.	Pres.	Not required.
"	8731	Dungannon, G.	Enniskillen Rural.	R.C.	Not required.
"	10952	Trillick, G.	Enniskillen Rural.	R.C.	Not required.
"	15187	Roskeel.	Enniskillen Rural.	R.C.	Not required.
Tipperary.	3532	Ballymore, G.	Enniskillen Rural.	R.C.	Not required.
"	873	Glen, G.	Enniskillen Rural.	R.C.	Not required.
"	13562	Monroe.	Enniskillen Rural.	R.C.	Not required.
Wicklow.	13274	North Strand, G.	Co. Boro' of Dublin.	Pres.	Not required.
"	781	Monastermore Con.	Athy Rural.	R.C.	Not required.
"	13782	Con. Inf.	"	R.C.	Not required.
Kilkenny.	788	Lilleshaw.	Unlashed (1) Rural.	R.C.	Not required.
"	802	Cole.	"	R.C.	Not required.
"	6290	Templemore, G.	Enniskillen Rural.	R.C.	Not required.
"	10449	Hyndamore, G.	Enniskillen Rural.	R.C.	Not required.
"	14343	Carraigmore (2).	Enniskillen Rural.	Pres.	Not required.
"	1481	Kilmanham Wood	Kells Rural.	R.C.	Not required.
"	8376	Kilgriffe.	"	R.C.	Not required.
"	7806	Wilkinson, G.	Enniskillen Rural.	R.C.	Not required.
Queen's.	12332	Rush Hall, G.	Enniskillen Rural.	R.C.	Not required.
Wexford.	2338	Ballymore, G.	Enniskillen Rural.	R.C.	Not required.
"	12990	Gorey, G.	Enniskillen Rural.	R.C.	Not required.
Wicklow.	880	Newbridge, G.	Enniskillen Rural.	R.C.	Not required.
"	1789	Tullstown, G.	Enniskillen Rural.	R.C.	Not required.
"	2435	Rathmore, G.	Enniskillen Rural.	R.C.	Not required.
"	1519	Dunry, G.	Enniskillen Rural.	R.C.	Not required.
"	9102	Shanahanmore.	Enniskillen Rural.	R.C.	Not required.
"	12643	Enniskillen.	Enniskillen Rural.	R.C.	Not required.
"	14103	Enniskillen.	Enniskillen Rural.	R.C.	Not required.
"	4625	Enniskillen.	Enniskillen Rural.	R.C.	Not required.
"	12634	Enniskillen (2)	Enniskillen Rural.	R.C.	Not required.
"	7718	Enniskillen Convent.	Enniskillen Rural.	R.C.	Not required.
"	9777	Enniskillen.	Enniskillen Rural.	R.C.	Not required.
"	11754	Enniskillen.	Enniskillen Rural.	R.C.	Not required.



II.—LIST OF EIGHT NON-VESTED SCHOOLS to which GRANTS were made during the Year ended 31st December, 1908.

County and Roll No.	School.	Rural or Urban District or Town.	Religious Denomination of Manager.
Donegal, . . . 15981	Crongha, . . . .	Glenfles Rural . . .	R.C.
Tyrone, . . . 16066	Academy, . . . .	Strabane Urban, . .	Pres.
Cork, . . . 16068	Three Castle Head, .	Skull Rural, . . .	E.C.
Kerry, . . . 15997	St. Joseph's Infant, .	Unherniveen Rural, .	R.C.
Tipperary, . . 15970	Ballytarsna, . . .	Cashel Rural, . . .	R.C.
" . . . 16055	Cashel Deanery, . . .	Cashel Urban, . . .	E.C.
Meath, . . . 16165	Ballivor (2), . . .	Trim Rural, . . .	E.C.
Mayo, . . . 16004	Ballina Con Infant B.	Ballina Urban, . . .	R.C.

III.—LIST of TWELVE BUILDING CASES brought into operation during the year ended 31st December, 1908.

County.	Roll No.	School.	Rural or Urban District or Town.	How Vested	Religious Denomination of Manager
Antrim, .	15392	Dunseverick, . . . .	Ballycastle Rural, . .	v.c.	E.C.
" . . .	15862	Donegall Road, . . .	Co. Borough of Belfast, .	v.e.	Meth.
" . . .	15891	Larne Parochial, . . .	Larne Urban, . . .	v.e.	R.C.
" . . .	15906	Glenavy, . . . .	Antrim Rural, . . .	v.e.	R.C.
Down, .	15824	Belvoir Hall, . . . .	Co. Borough of Belfast, .	v.t.	Meth.
Claro, .	15836	Kilkerin, . . . .	Killadysort Rural, . .	v.t.	R.C.
Kildare, .	15769	Monasterovan Convent, .	Athy Rural, . . .	v.e.	R.C.
Galway, .	15817	Shanballymore, . . .	Tuam Rural, . . .	v.e.	R.C.
" . . .	15829	St. Joseph's (Ballinacorney)	Mt. Bellew Rural, . .	v.e.	R.C.
" . . .	15845	Innisturbot, . . . .	Clifden Rural, . . .	v.e.	R.C.
" . . .	15846	Innisturk, . . . .	Clifden Rural, . . .	v.t.	R.C.
Mayo, .	15542	Swinford Convent, . . .	Swinford Rural, . . .	v.e.	R.C.

IV.—LIST of TWO HUNDRED and FIFTY-FOUR VESTED SCHOOLS, towards the erection of which the Commissioners had sanctioned Grants, but which had not come into operation on 31st December, 1908.

Roll No. and School	Number of pupils to be accommodated.	How vested.	Religious Denomination of Applicant.
<b>ANTRIM.</b>			
15619 Cloughmills, . . . . .	80	V.E.	R.C.
15684 Killygore, . . . . .	100	V.O.	Pres.
15874 Loanends, . . . . .	100	V.O.	Pres.
15877 Craigmore, . . . . .	120	V.E.	Meth.
15881 Woodvale, . . . . .	400	V.E.	Meth.
15916 Caddy, . . . . .	70	V.O.	Pres.
15938 Feystown, . . . . .	50	V.E.	R.C.
15994 Sherman Memorial, . . . . .	70	V.E.	R.C.
16003 Crumlin, . . . . .	95	V.O.	Unitarian
16005 Balloo, . . . . .	130	V.E.	Pres.
16012 Dough, . . . . .	130	V.O.	Pres.
16056 Springfield, . . . . .	160	V.O.	Pres.
<b>ARMAGH.</b>			
15668 Dorsey, . . . . .	120	V.E.	R.C.
15652 Carricknagavna, . . . . .	70	V.E.	R.C.
15880 Bessbrook Convent, . . . . .	250	V.E.	R.C.
15912 Tannaghmore, . . . . .	55	V.E.	R.C.
15971 Thomas Street (Portadown), . . . . .	240	V.E.	Meth.
<b>CAVAN.</b>			
15302 Killinkere, . . . . .	70	V.E.	R.C.
15980 Cliffrana, . . . . .	90	V.E.	R.C.
15954 Kill, . . . . .	55	V.E.	R.C.
16057 Belstarbet Convent, . . . . .	160	V.E.	R.C.
16082 Cornagee, . . . . .	75	V.E.	R.C.
<b>DONEGAL.</b>			
15532 Croaghross, . . . . .	80	V.E.	R.C.
15554 Gortinacart, . . . . .	60	V.E.	R.C.
15641 Derrylaghan, . . . . .	80	V.E.	R.C.
15873 The Castle, . . . . .	100	V.O.	Pres.
15876 Cummin, . . . . .	60	V.E.	R.C.
15926 Owey Island, . . . . .	30	V.E.	R.C.
15927 Ranafast, . . . . .	65	V.E.	R.C.
15929 Dunmore, . . . . .	75	V.O.	R.C.
15931 Croagh, . . . . .	80	V.E.	R.C.
15935 Castlecary, . . . . .	30	V.O.	R.C.
15944 Lettermore, . . . . .	50	V.E.	R.C.
15953 Chnelly, . . . . .	55	V.E.	R.C.
15955 Arranmore (1) . . . . .	160	V.E.	R.C.
15961 Dungloe, . . . . .	85	V.E.	R.C.
15991 Mallinmore, . . . . .	30	V.E.	R.C.
16030 Traighena, . . . . .	65	V.E.	R.C.
16033 Straleel, . . . . .	50	V.E.	R.C.
16037 St. Johnston (1), . . . . .	95	V.E.	Pres.
16040 Drummucklagh, . . . . .	60	V.E.	R.C.

## IV.—LIST of VESTED SCHOOLS—continued.

Roll No. and School.	Number of pupils to be accommodated.	How vested.	Religious Denomination of Applicant.
D			
DONEGAL—contd.			
16045 Shalvey, . . . . .	45	V.T.	R.C.
10054 St. Patrick's (Murlug), . . . .	120	V.T.	R.C.
10075 Inishfree, . . . . .	45	V.T.	R.C.
DOWN.			
15839 Gransha, . . . . .	100	V.C.	Pres.
15913 Lisowen, . . . . .	65	V.C.	Pres.
15949 Dollington, . . . . .	75	V.C.	E.C.
16035 Drumaghilis, . . . . .	85	V.C.	Pres.
16038 Dunover, . . . . .	100	V.C.	Unitarian
16048 Drumcogh, . . . . .	70	V.T.	R.C.
10049 Barmeen, . . . . .	60	V.T.	R.C.
16074 Carginagh, . . . . .	45	V.C.	E.C.
FERMANAGH.			
15826 Killadea, . . . . .	60	V.C.	E.C.
15837 Darrybrick, . . . . .	40	V.T.	R.C.
15942 Coa, . . . . .	80	V.T.	R.C.
16011 Dernasook, . . . . .	35	V.C.	E.C.
16060 St. Patrick's (Holywell), . . . .	55	V.T.	R.C.
16068 Devenish, . . . . .	85	V.T.	R.C.
LONDONDERRY.			
15704 Knocknagin, . . . . .	80	V.T.	R.C.
15713 Christ Church, . . . . . B.	175	V.T.	E.C.
15714 Do., . . . . . G.	175	V.T.	E.C.
15925 Highlands, . . . . .	60	V.C.	Pres.
15928 Boleran, . . . . .	85	V.T.	R.C.
16029 St John's, . . . . .	80	V.T.	R.C.
16081 Boveedy, . . . . .	150	V.T.	Pres.
MONAGHAN.			
15687 Greenan's Cross, . . . . .	50	V.T.	R.C.
16022 Edenmore, . . . . .	55	V.T.	R.C.
TYRONE.			
15812 Caledon, . . . . .	100	V.T.	R.C.
15860 Brackville, . . . . . B.	130	V.T.	R.C.
15922 Letteroe, . . . . .	50	V.T.	R.C.
15998 Altamaskin, . . . . .	50	V.T.	R.C.
10036 Andrew's Wood, . . . . .	75	V.C.	E.C.
16039 Tullywhisker, . . . . .	55	V.C.	Pres.
16046 Laght, . . . . .	35	V.T.	B.G.
10062 Drumglass, . . . . .	150	V.C.	E.C.
16064 Donaghy, . . . . .	70	V.C.	E.C.
16065 Clady, . . . . .	90	V.T.	R.C.
16076 Cloughcor, . . . . .	70	V.T.	R.C.

IV.—LAST OF VESTED SCHOOLS—continued.

Roll No. and School.	Number of pupils to be accommodated.	How vested.	Religious Denomination of Applicant.
<b>CLARE.</b>			
15520 Caherhurley, . . . .	80	V.T.	R.C.
15549 Ballybran, . . . .	120	V.T.	R.C.
15908 Baltard, . . . .	120	V.T.	R.C.
15081 Lakyle, . . . .	120	V.T.	R.C.
15088 Effernan, . . . .	90	V.C.	R.C.
16006 Kilmurry-Ibrickane, . .	120	V.T.	R.C.
<b>CONK.</b>			
15594 Grange, . . . .	100	V.T.	R.C.
15597 Macroom, . . . . B. (1)	175	V.T.	R.C.
15998 Do., . . . . B. (2)	175	V.T.	R.C.
15630 Kilbolman, . . . . B.	60	V.T.	R.C.
15631 Do., . . . . G.	60	V.T.	R.C.
15601 Cullen, . . . . B.	190	V.T.	R.C.
15602 Do., . . . . G.		V.T.	R.C.
15838 Kildinan, . . . .	60	V.T.	R.C.
15008 Killavullen, . . . . B.	133	V.T.	R.C.
15904 Do., . . . . G.		V.T.	R.C.
15947 Templenacarriga, . . . .	40	V.T.	R.C.
15950 Firmount, . . . . B.	75	V.T.	R.C.
15951 Do., . . . . G.	75	V.T.	R.C.
15952 Sheepshead, . . . .	85	V.T.	R.C.
15909 Derrinard, . . . .	95	V.T.	R.C.
15989 Kiltomane, . . . .	35	V.T.	R.C.
10070 Rossbrin, . . . .	105	V.T.	R.C.
<b>KERRY.</b>			
14998 Lyreacrompane, . . . .	200	V.T.	R.C.
15592 Ventry, . . . . B.	100	V.T.	R.C.
15593 Do., . . . . G.	100	V.T.	R.C.
15600 Brackduin, . . . . B.	175	V.T.	R.C.
15091 Do., . . . . G.	175	V.T.	R.C.
15644 Tiersabout, . . . . B.	75	V.T.	R.C.
15645 Do., . . . . G.	75	V.T.	R.C.
15600 Clooncunra, . . . .	200	V.T.	R.C.
15757 Caherleheen, . . . .	60	V.T.	R.C.
15875 Ballyroe, . . . .	80	V.T.	R.C.
15878 Derryquay, . . . .	100	V.T.	R.C.
15945 Fieries, . . . . B.	80	V.T.	R.C.
15978 Curraheen, . . . . B.	170	V.T.	R.C.
15979 Do., . . . . G.		V.T.	R.C.
16014 St. Finian's, . . . . B.	210	V.T.	R.C.
16015 Do., . . . . G.		V.T.	R.C.
16018 St. John's, Cashlagh, . .	75	V.T.	R.C.
16041 Knockmabro, . . . .	35	V.T.	R.C.
<b>LIMMICK.</b>			
15680 Roxborough, . . . .	80	V.T.	R.C.
15685 Athea, . . . . B.	175	V.T.	R.C.
15686 Do., . . . . G.	175	V.T.	R.C.

## IV.—LIST of VESTED SCHOOLS—continued.

Roll No. and School.		Number of pupils to be accommodated.	How vested.	Religious Denomination of Applicant.
LIMERICK—contd.				
15692	Bilboa, . . . . B.	125	V.T.	R.C.
15693	Do., . . . . G.	125	V.T.	R.C.
15700	Cloverfield, . . . .	80	V.T.	R.C.
15943	Duxtown, . . . .	50	V.T.	R.C.
15992	Kilbname, . . . . B.	118	V.T.	R.C.
TIPPERARY.				
15526	Tour, . . . .	80	V.T.	R.C.
15677	Lisvane, . . . .	150	V.T.	R.C.
15678	Aherlow, . . . .	100	V.T.	R.C.
15703	Cashel . . . . Inf.	200	V.T.	R.C.
15801	Coolmoyne, . . . .	80	V.T.	R.C.
15990	Clogheen Convent, . . . .	160	V.T.	R.C.
15993	Kilmakill, . . . .	45	V.T.	R.C.
16059	Emly, . . . . B.	260	V.T.	R.C.
16060	Do., . . . . G.		V.T.	R.C.
16061	Do., . . . . Inf.		V.T.	R.C.
16077	Ardfinane, . . . . B.		V.T.	R.C.
16078	Do., . . . . G.	80	V.T.	R.C.
WATERFORD.				
15642	Portlaw Convent, . . . .	300	V.T.	R.C.
15658	Mooneen, . . . .	80	V.T.	R.C.
15963	Rathgorman, . . . . B.	140	V.T.	R.C.
15965	Do., . . . . G.		V.T.	R.C.
CARLOW.				
15934	Tobinstown, . . . .	60	V.T.	R.C.
16080	Tullow Monastery, . . . .	120	V.T.	R.C.
DUBLIN.				
15914	Cloghan, . . . .	75	V.T.	R.C.
15995	Canon O'Hanlon Memorial, . . . .	130	V.T.	R.C.
15999	Lower Rutland Street, . . . . B.	700	V.T.	R.C.
16000	Do., . . . . G.		V.T.	R.C.
16001	Do., . . . . Inf.B.		V.T.	R.C.
16002	Do., . . . . Inf.G.		V.T.	R.C.
16020	St. Joseph's, . . . . B.	180	V.T.	R.C.
16026	Lower Road, . . . .	50	V.T.	R.C.
KILDARE.				
15655	Robertstown, . . . .	100	V.T.	R.C.
15870	Newbridge, . . . . B.	150	V.T.	R.C.
15871	Do., . . . . Inf.	270	V.T.	R.C.
15957	Rathangan, . . . . B.	85	V.T.	R.C.
KILKENNY.				
15632	Kilmacow Convent, . . . .	150	V.T.	R.C.
15695	Goresbridge Convent, . . . .	130	V.T.	R.C.
16028	Thomastown Convent, . . . .	210	V.T.	R.C.
16073	Kilmanagh, . . . .	70	V.T.	R.C.

IV.—LIST of VESTED SCHOOLS—continued.

Roll No. and School.		Number of pupils to be accommodated.	How vested.	Religious Denomination of Applicant.
KING'S.				
15395	Mount Belus, . . . . B.	75	V.T.	R.C.
15396	Do., . . . . G.	75	V.T.	R.C.
15612	Cadamstown, . . . .	80	V.T.	R.C.
15656	Ballykilmarry, . . . .	80	V.T.	R.C.
15923	Cloneyhurke, . . . .	75	V.T.	R.C.
15939	Eglisk, . . . .	75	V.T.	R.C.
15946	Clonllyn, . . . .	50	V.T.	R.C.
15983	Brackna, . . . .	80	V.T.	R.C.
16013	Edendeery, . . . . B.	240	V.T.	R.C.
LONGFORD.				
15975	Cullyfad, . . . .	70	V.T.	R.C.
LOUTH.				
15985	Termonfeckin, . . . .	140	V.T.	R.C.
MEATH.				
15483	Rathkenny, . . . . B.	75	V.T.	R.C.
15487	Do., . . . . G.	75	V.T.	R.C.
15915	Dunboyne, . . . . B.	200	V.T.	R.C.
15917	Do., . . . . G.		V.T.	R.C.
15973	Castlejordan, . . . . B.	70	V.T.	R.C.
15974	Do., . . . . G.	70	V.T.	R.C.
16067	Clonard, . . . .	95	V.T.	R.C.
QUERR'S				
15562	Foxrock, . . . .	80	V.T.	R.C.
15867	Knockaroe, . . . .	100	V.T.	R.C.
15924	Clonad, . . . .	60	V.T.	R.C.
15932	Clonin, . . . .	40	V.T.	R.C.
15933	Camross, . . . .	70	V.T.	R.C.
16017	Aughnashilla, . . . .	50	V.T.	R.C.
16031	Clonsilla, . . . . G.	85	V.T.	R.C.
16070	Mountmellick, . . . . B.	120	V.T.	R.C.
WESTMEATH.				
15976	Ballinagora, . . . .	140	V.T.	R.C.
WEXFORD.				
15936	Tullycanna, . . . .	45	V.T.	R.C.
15937	Monaseed, . . . .	90	V.C.	R.C.
15940	Tombrack, . . . .	65	V.T.	R.C.
15948	Clokegue, . . . .	56	V.T.	R.C.
15956	Templedugan, . . . .	80	V.T.	R.C.
15962	Ballindaggin, . . . .	95	V.C.	R.C.
16023	Rathgarogue, . . . .	100	V.T.	R.C.
16072	Newbawn, . . . .	55	V.T.	R.C.

## IV.—LIST OF VESTED SCHOOLS—continued.

	Roll No. and School.	Number of pupils to be accommodated.	How vested.	Religious Denomination of Applicant.
WICKLOW.				
15676	Wicklow, . . . . B.	200	V.T.	R.C.
15972	Trooperstown, . . . .	30	V.T.	R.C.
16027	Stratford-on-Slaney, . . .	85	V.T.	R.C.
GALWAY.				
15508	Brooklawn, . . . .	150	V.T.	R.C.
15513	Inishlaeken, . . . .	60	V.T.	R.C.
15587	Gortnadecve, . . . .	120	V.T.	R.C.
15708	Moycullen, . . . . B.	100	V.T.	R.C.
15709	Do., . . . . G.	100	V.T.	R.C.
15842	Flaskagh, . . . .	120	V.T.	R.C.
15872	St. Joseph's (Ballinahoy), . .	80	V.T.	R.C.
15858	Woodford Convent, . . . .	130	V.T.	R.C.
15997	St. Mary's Convent, . . . .	110	V.T.	R.C.
16007	Lough Inagh, . . . .	110	V.T.	R.C.
16043	Glanagimla, . . . .	95	V.T.	R.C.
16051	Fahy, . . . .	50	V.T.	R.C.
16063	Ballinasloe, . . . . B.	140	V.T.	R.C.
16071	Athlery, . . . . G.	110	V.T.	R.C.
LEITRIM.				
15690	Cornagon, . . . .	80	V.T.	R.C.
15809	Corduff, . . . .	65	V.T.	R.C.
15959	Allen View, . . . .	70	V.T.	R.C.
15960	Gortletteragh, . . . .	85	V.T.	R.C.
16025	Cloonsarn, . . . .	90	V.T.	R.C.
MAYO.				
14866	Bullsmouth, . . . .	60	V.T.	R.C.
15008	St. Patrick's (Falleighster), . .	120	V.T.	R.C.
15682	Ballyglass, . . . .	120	V.C.	R.C.
15854	Rahins, . . . .	120	V.T.	R.C.
15801	Glencalry, . . . .	35	V.T.	R.C.
15941	Shramore, . . . .	50	V.T.	R.C.
15906	Rathmorgan, . . . .	65	V.T.	R.C.
15967	Crimlin, . . . .	130	V.T.	R.C.
15982	Cultibo, . . . .	75	V.T.	R.C.
15990	Rathbane, . . . .	100	V.T.	R.C.
16019	Kilvina, . . . .	100	V.T.	R.C.
16021	Lisaniska, . . . .	90	V.T.	R.C.
16024	Knocknaxon, . . . .	65	V.T.	R.C.
16042	St. Joseph's (Woodfield), . .	90	V.T.	R.C.
16047	St. Columba's (Aghamore), . .	50	V.T.	R.C.
16052	Saula, . . . .	55	V.C.	R.C.
ROSCOMMON.				
15543	Tybohine, . . . . B.	125	V.T.	R.C.
15544	Do., . . . . G.	125	V.T.	R.C.
15614	Taughmaconnell, . . . .	110	V.T.	R.C.
15648	Clonowen, . . . . B.	100	V.T.	R.C.

IV.—LIST of VESTED SCHOOLS—continued.

Roll No. and School.	Number of pupils to be accommodated.	How vested.	Religious Denomination of Applicant.
Roscommon—contd.			
15049 Clonowen, . . . G.	100	V.T.	R.C.
15053 Ballyforan, . . . G.	80	V.T.	R.C.
15064 Graslahan, . . . G.	91	V.T.	R.C.
15904 Rattenagh, . . . .	40	V.T.	R.C.
15980 Cameloon, . . . .	80	V. .	R.C.
15987 Lloyd, . . . .	55	V.T.	R.C.
16009 Carrick, . . . . B.	170	V.T.	R.C.
16010 Do., . . . . G.		V.T.	R.C.
16032 Glanduff, . . . .	75	V.T.	R.C.
16034 Tusk, . . . .	75	V.T.	R.C.
Sligo.			
15607 Glensakey, . . . .	60	V.T.	R.C.
15663 Lughagal, . . . .	70	V.T.	R.C.
16008 Tubbercurry Convent, . .	320	V.T.	R.C.
16016 Mass Hill, . . . .	45	V.T.	R.C.
16044 Kilross, . . . .	60	V.T.	R.C.
16053 Kiloran, . . . .	40	V.T.	R.C.



V.—LAST of TWENTY-EIGHT SCHOOLS (VRSTED) from which grants were withdrawn during the year ended 31st December, 1908.

County.	Roll No.	School.	Rural or Urban District or Town.	How vested.	Religious Denomination of Manager.	Reason for Withdrawing Grant.
Androm.	11314	Albion	Large Rural,	V.C.	Pres.	Has ceased operation.
"	13402	St. Gall's Monastery (2)	Co. Doro' of Belfast.	V.C.	R.C.	Assigned with St. Gall's (1) Monastery, N.S.
Cavan.	1809	Cootahill	Cootahill Urban.	V.C.	R.C.	Assigned with Cootahill Co. R.I.
"	14321	Corkin	Ballykerragh Rural.	V.C.	R.C.	Assigned with Corkin B. N. S.
Fermanagh.	13525	Aughakillymeade	Lisnashin Rural.	V.C.	R.C.	Assigned with Aughakillymeade B. N. S.
Londonderry	1159	Ballynarrig	Lisnashin Rural.	V.C.	Pres.	Has ceased operation.
Tyrone.	14514	First Strabane	Strabane Urban.	V.C.	Pres.	Assigned by Academy N. S.
Cork.	5012	Marshallshane	Skibbereen Rural.	V.C.	R.C.	Assigned with Marshallshane R.N.S.
"	5639	Dunmanway Model	Dunmanway Rural.	V.C.	—	Assigned with Dunmanway Model B. N. S.
"	10579	Roosmore	Charakilly Rural.	V.C.	R.C.	Assigned with Roosmore B. N. S.
"	12054	Gurranasig	Kilnade Rural.	V.C.	R.C.	Assigned with Gurranasig B. N. S.
"	12598	Roosmore	Dartry Rural.	V.C.	R.C.	Assigned with Roosmore B. N. S.
Kerry.	15411	Ballinsloe	Lisdown (1) Rural.	V.C.	R.C.	Assigned with Ballinsloe B.N.S.
Limerick.	13643	Dromis	Kilmallock (1) Rural.	V.C.	R.C.	Assigned with Dromis B. N. S.
"	12531	Clonleahane	Glin Rural.	V.C.	R.C.	Assigned with Clonleahane B. N. S.
Tipperary.	11797	Kilross	Tipperary Rural.	V.C.	R.C.	Assigned with Kilross G. N. S.
Kilkenny.	7703	Woodstock	Thomastown Rural.	V.C.	R.C.	Assigned with Woodstock B. N. S.
Westmeath.	1527	Cornistown	Mallick Rural.	V.C.	R.C.	Assigned with Cornistown B. N. S.
Galway.	11503	Mt. Pleasant	Ballinasloe Urban.	V.C.	Pres.	Assigned with Ballinasloe N. S.
"	11722	Gurran	Galway Rural.	V.C.	R.C.	Assigned with Gurran B. N. S.
Lislim.	13909	Bellaghameshan	Monaghan Rural.	V.C.	R.C.	Assigned with Bellaghameshan B. N. S.
Mayo.	5702	Glenacrib	Ballinrobe Rural.	V.C.	R.C.	Assigned with Glenacrib G. N. S.
Rosemount.	4801	Rosalee	Stokestown Rural.	V.C.	R.C.	Assigned with Rosalee B. N. S.
"	4509	Knockroghery	Rosemount Rural.	V.C.	R.C.	Assigned with Knockroghery B.N.S.
"	9539	Temperberry	Stokestown Rural.	V.C.	R.C.	Assigned with Temperberry G. N. S.
"	12483	Aughluta	Casterea Rural.	V.C.	R.C.	Assigned with Aughulta G. N. S.
"	12514	Clonleahane	Stokestown Rural.	V.C.	R.C.	Assigned with Clonleahane B. N. S.
"	14605	Aughrim	Carrick-on-Shannon Rural.	V.C.	R.C.	Assigned with Aughrim B. N. S.

VI.—LIST OF ONE HUNDRED AND FIFTY-EIGHT VESTED SCHOOLS, towards the erection of which the Commissioners sanctioned Grants during the year 1908.

Roll No. and School.	Number of pupils to be accommodated.	How vested.	Religious Denomination of Applicant.
<b>ANTRIM.</b>			
15916 Caddy, . . . . .	70	v.c.	Pres.
15938 Feystown, . . . . .	50	v.t.	R.C.
15994 Sherman Memorial, . . . . .	70	v.t.	R.C.
16003 Crumlin, . . . . .	95	v.c.	Unitarian.
16005 Balles, . . . . .	130	v.t.	Pres.
16012 Doagh, . . . . .	130	v.c.	Pres.
16056 Springfield, . . . . .	160	v.c.	Pres.
<b>ARMAGH.</b>			
15912 Tannaghmore, . . . . .	55	v.t.	R.C.
15971 Thomas street (Portadown), . . . . .	240	v.t.	Meth.
<b>CAVAN.</b>			
15930 Cliffrana, . . . . .	90	v.t.	R.C.
15984 Kill, . . . . .	55	v.t.	R.C.
16057 Belturbet Convent, . . . . .	160	v.t.	R.C.
16082 Cornages, . . . . .	75	v.t.	R.C.
<b>DONEGAL.</b>			
15926 Owey Island, . . . . .	30	v.t.	R.C.
15927 Banafast, . . . . .	65	v.t.	R.C.
15929 Dunmore, . . . . .	75	v.c.	R.C.
15931 Croagh, . . . . .	80	v.t.	R.C.
15935 Castlecary, . . . . .	30	v.c.	E.C.
15944 Lettermore, . . . . .	50	v.t.	R.C.
15953 Clunally, . . . . .	55	v.t.	R.C.
15955 Arranmore (1), . . . . .	160	v.t.	R.C.
15961 Dungloe, . . . . .	85	v.t.	R.C.
15991 Malinmore, . . . . .	30	v.t.	R.C.
16030 Traighena, . . . . .	65	v.t.	R.C.
16033 Straleel, . . . . .	50	v.t.	R.C.
16037 St. Johnston (1), . . . . .	95	v.t.	Pres.
16040 Drumsucklagh, . . . . .	60	v.t.	R.C.
16045 Shalvey, . . . . .	45	v.t.	R.C.
16054 St. Patrick's (Murlough), . . . . .	120	v.t.	R.C.
16075 Inishfree, . . . . .	45	v.t.	R.C.
<b>DOWN.</b>			
15913 Lisowen, . . . . .	65	v.c.	Pres.
15949 Dollingstown, . . . . .	75	v.c.	E.C.
16035 Drumaghliis, . . . . .	85	v.c.	Pres.
16038 Dunover, . . . . .	100	v.c.	Unitarian.
16048 Drumreagh, . . . . .	70	v.t.	R.C.
16049 Barmeen, . . . . .	60	v.t.	R.C.
16074 Carginagh, . . . . .	45	v.c.	E.C.

VI.—LIST OF VESTED SCHOOLS—*continued*.

Roll No. and School.	Number of pupils to be accommodated.	How vested.	Religious Denomination of Applicant.
FERNANAUGH.			
15942 Coa, . . . . .	80	V.T.	R.C.
16011 Dernaseak, . . . . .	35	V.C.	R.C.
16060 St. Patrick's (Holywell), . . . . .	55	V.T.	R.C.
16058 Garrison, . . . . .	85	V.T.	R.C.
LONDONDERRY.			
15925 Highlands, . . . . .	60	V.C.	Pres.
15928 Boleran, . . . . .	85	V.T.	R.C.
16029 St. John's, . . . . .	80	V.T.	R.C.
16081 Bovoody, . . . . .	150	V.T.	Pres.
MONAGHAN.			
16022 Edenmore, . . . . .	55	V.T.	R.C.
TYRONE.			
15923 Letterco, . . . . .	50	V.T.	R.C.
15938 Altamashda, . . . . .	50	V.T.	R.C.
16036 Andrew's Wood, . . . . .	75	V.C.	R.C.
16039 Tallywhisker, . . . . .	55	V.C.	Pres.
16046 Laght, . . . . .	55	V.T.	R.C.
16062 Drumglass, . . . . .	150	V.C.	R.C.
16064 Donaghy, . . . . .	70	V.C.	R.C.
16065 Clady, . . . . .	90	V.T.	R.C.
16076 Clongheor, . . . . .	70	V.T.	R.C.
CLARE.			
15968 Baltard, . . . . .	120	V.T.	R.C.
15981 Lakyle, . . . . .	120	V.T.	R.C.
15988 Effernan, . . . . .	90	V.C.	R.C.
16000 Kilnurry Ibrickane, . . . . .	120	V.T.	R.C.
CORK.			
15947 Templemacarriga, . . . . .	40	V.T.	R.C.
15950 Firmount, . . . . . B.	75	V.T.	R.C.
15951 Do., . . . . . G.	75	V.T.	R.C.
15962 Sheephead, . . . . .	85	V.T.	R.C.
15969 Derrinard, . . . . .	65	V.T.	R.C.
15989 Kilthomane, . . . . .	35	V.T.	R.C.
16079 Rosabrin, . . . . .	105	V.T.	R.C.
KERRY.			
15945 Fleries, . . . . . B.	80	V.T.	R.C.
15978 Currageen, . . . . . B.	170	V.T.	R.C.
15979 Do., . . . . . G.	170	V.T.	R.C.
16014 St. Finian's, . . . . . B.	210	V.T.	R.C.
16015 Do., . . . . . G.	210	V.T.	R.C.
16018 St. John's, Coshlagh, . . . . .	75	V.T.	R.C.
16041 Knocknabro, . . . . .	35	V.T.	R.C.

## VI.—LIST OF VESTED SCHOOLS—continued.

Roll No. and School.		Number of pupils to be accommodated.	How vested.	Religious Denomination of Applicant.
LIMERICK.				
15943	Duxtown, . . . . .	50	V.T.	R.C.
15992	Kilfinane, . . . . . B.	118	V.T.	R.C.
TIPPERARY.				
15990	Clogheen Convent, . . . . .	100	V.T.	R.C.
15993	Kilmakill, . . . . .	45	V.T.	R.C.
16059	Emly, . . . . . B.	260	V.T.	R.C.
16060	Do., . . . . . G.		V.T.	R.C.
16081	Do., . . . . . Inf.		V.T.	R.C.
16077	Ardfinane, . . . . . B.		V.T.	R.C.
16078	Do., . . . . . G.	80	V.T.	R.C.
WATERFORD.				
15963	Rathgormuck, . . . . . B.	140	V.T.	R.C.
15965	Do., . . . . . G.		V.T.	R.C.
CARLOW.				
15934	Tobinstown, . . . . .	60	V.T.	R.C.
16080	Tullow Monastery, . . . . .	120	V.T.	R.C.
DUBLIN.				
15914	Cloghran, . . . . .	75	V.T.	R.C.
15995	Canon O'Hanlon Memorial, . . . . .	130	V.T.	R.C.
15999	Lower Rutland Street, . . . . . B.	700	V.T.	R.C.
16000	Do., . . . . . G.		V.T.	R.C.
16001	Do., . . . . . Inf. B.		V.T.	R.C.
16002	Do., . . . . . Inf. G.		V.T.	R.C.
16020	St. Joseph's, . . . . . B.	180	V.T.	R.C.
16026	Lower Road, . . . . .	50	V.T.	R.C.
KILDARE.				
15957	Rathangan, . . . . . B.	85	V.T.	R.C.
KILKENNY.				
16028	Thomastown Convent, . . . . .	210	V.T.	R.C.
16073	Kilmanagh, . . . . .	70	V.T.	R.C.
KING'S.				
15923	Cloneyhurke, . . . . .	75	V.T.	R.C.
15939	English, . . . . .	75	V.T.	R.C.
15946	Clonllyn, . . . . .	50	V.T.	R.C.
15983	Brackna, . . . . .	80	V.T.	R.C.
16013	Edenderry, . . . . . B.	240	V.T.	R.C.
LONGFORD.				
15975	Cullyfad, . . . . .	70	V.T.	R.C.
LOUTH.				
15985	Termonfeckin, . . . . .	140	V.T.	R.C.

VI.—LIST OF VESTED SCHOOLS—*continued.*

Roll No. and School.		Number of pupils to be accommodated.	How vested.	Religious Denomination of Applicant.
<b>MEATH.</b>				
15915	Dunboyne, . . . . B.	200	V.T.	R.C.
15917	Do., . . . . G.		V.T.	R.C.
15973	Castlejordan, . . . . B.		V.T.	R.C.
15974	Do., . . . . G.		V.T.	R.C.
16067	Clonard, . . . . .	95	V.T.	R.C.
<b>QUEEN'S.</b>				
15924	Clonard, . . . . .	60	V.T.	R.C.
15932	Clonin, . . . . .	40	V.T.	R.C.
15933	Camross, . . . . .	70	V.T.	R.C.
16917	Aughnashilla, . . . . .	50	V.T.	R.C.
16031	Clonsilla, . . . . . G.	85	V.T.	R.C.
16070	Mountain lick, . . . . B.	120	V.T.	R.C.
<b>WESTMEATH.</b>				
15976	Ballinagore, . . . . .	140	V.T.	R.C.
<b>WEXFORD.</b>				
15936	Tullycanna, . . . . .	45	V.T.	R.C.
15937	Monaseed, . . . . .	90	V.C.	R.C.
15940	Tombrack, . . . . .	65	V.T.	R.C.
15948	Cloogue, . . . . .	50	V.T.	R.C.
15956	Templeludigan, . . . . .	50	V.T.	R.C.
15962	Ballindaggin, . . . . .	95	V.C.	R.C.
16023	Rathgarogue, . . . . .	100	V.T.	R.C.
16072	Newbawn, . . . . .	55	V.T.	R.C.
<b>WICKLOW.</b>				
15972	Trooperstown, . . . . .	30	V.T.	R.C.
16027	Stratford-on-Slaney, . . . . .	85	V.T.	R.C.
<b>GALWAY.</b>				
15958	Woodford Convent, . . . . .	130	V.T.	R.C.
15997	St. Mary's Convent, . . . . .	140	V.T.	R.C.
16007	Lough Inagh, . . . . .	110	V.T.	R.C.
16043	Glanagimla, . . . . .	95	V.T.	R.C.
16051	Fahy, . . . . .	50	V.T.	R.C.
16063	Ballinasloe, . . . . . B.	140	V.T.	R.C.
16071	Athenry, . . . . . G.	110	V.T.	R.C.
<b>LEITRIM.</b>				
15959	Allen View, . . . . .	70	V.T.	R.C.
15960	Gortletteragh, . . . . .	85	V.T.	R.C.
16025	Cloonsarn, . . . . .	90	V.T.	R.C.
<b>MAYO.</b>				
15941	Shramore, . . . . .	50	V.T.	R.C.
15966	Rathmorgan, . . . . .	65	V.T.	R.C.
15967	Crimlin, . . . . .	130	V.T.	R.C.
15982	Cultibo, . . . . .	75	V.T.	R.C.

## VI.—LIST OF VESTED SCHOOLS—continued.

Roll No. and School.		Number of pupils to be accommodated.	How vested.	Religious Denomination of Applicant.
MAYO—contd.				
15996	Rathbane, . . . . .	100	V.E.	R.C.
16019	Kilvine, . . . . .	100	V.E.	R.C.
16021	Lisniska, . . . . .	90	V.E.	R.C.
16024	Knocksaxon, . . . . .	65	V.E.	R.C.
16042	St. Joseph's (Woodfield), . . . . .	90	V.E.	R.C.
16047	St. Columba's (Aghamore), . . . . .	50	V.E.	R.C.
16052	Saula, . . . . .	55	V.C.	R.C.
ROSCOMMON				
15904	Rattenagh, . . . . .	40	V.E.	R.C.
15980	Carneloon, . . . . .	80	V.E.	R.C.
15987	Lloyd, . . . . .	55	V.E.	R.C.
16009	Carrick, . . . . . B	170	V.E.	R.C.
16010	Do., . . . . . G		V.E.	R.C.
16032	Glanduff, . . . . .	75	V.E.	R.C.
16034	Tulsk, . . . . .	75	V.E.	R.C.
SLIGO.				
16008	Tubbercurry Convent, . . . . .	220	V.E.	R.C.
16016	Mass Hill, . . . . .	45	V.E.	R.C.
16044	Kilross, . . . . .	60	V.E.	R.C.
16053	Killoran, . . . . .	40	V.E.	R.C.

## VII.—GENERAL SUMMARY OF OPERATIVE, BUILDING, AND INOPERATIVE SCHOOLS.

County.	Operative Schools.	Building Schools.	Inoperative Schools.	Total.	County.	Operative Schools.	Building Schools.	Inoperative Schools.	Total.
Antrim, .	688	12	1	701	Kildare, .	104	4	1	109
Armagh, .	266	5	—	270	Kilkenny, .	172	4	—	176
Cavan, .	266	5	—	270	King's, .	122	9	—	131
Donegal, .	434	22	1	457	Longford, .	108	1	—	109
Down, .	500	8	1	509	Louth, .	113	1	—	114
Fermanagh, .	177	6	—	183	Meath, .	159	7	1	167
Londonderry, .	290	7	—	297	Queen's, .	117	8	—	125
Monaghan, .	181	2	—	183	Westmeath, .	141	1	—	142
Tyrone, .	359	11	—	370	Wexford, .	176	8	—	184
Clare, .	260	6	1	267	Wicklow, .	129	3	—	132
Cork, .	719	17	1	737	Galway, .	416	14	—	430
Kerry, .	302	18	1	381	Leitrim, .	200	5	—	205
Limerick, .	258	8	1	267	Mayo, .	422	16	—	438
Tipperary, .	321	12	—	333	Roscommon, .	243	14	—	257
Waterford, .	140	4	—	144	Sligo, .	214	6	—	220
Carlow, .	81	2	—	83					
Dublin, .	332	8	—	340	Total, .	3,468	254	9	3,731

## CONVENT AND MONASTERY SCHOOLS.

(a.)—THREE HUNDRED AND EIGHT CONVENT NATIONAL SCHOOLS  
PAID BY CAPITATION.

Roll No. and School.	Religious Order of Community.	Average No. of Pupils on Rolls for year ended 31st Dec., 1908.	Average daily attendance for year ended 31st Dec., 1908. All Pupils.
ULSTER—Co. ANTRIM.			
15607 Lisburn, . . . .	Sacred Heart, . . . .	207	164
7059 Crumlin-road, . . . .	Sisters of Morey, . . . .	308	249
10306 St. Catherine's, . . . .	Dominican, . . . .	358	264
13843 Star of the Sea, . . . .	Sisters of Morey, . . . .	328	239
14138 St. Joseph's (Crumlin-rd.), . . . .	do., . . . .	111	52
15278 St. Vincent's (Dunlow-st.) . . . .	Sisters of Charity, . . . .	705	450
8036 St. Malachy's, . . . .	Sisters of Morey, . . . .	400	334
9486 St. Mary's, . . . .	Cross and Passion, . . . .	186	147
Co. ARMAGH.			
9719 Edward-street, . . . .	Inf. Sisters of Morey, . . . .	434	332
15183 Church-place, . . . .	do., . . . .	150	106
8220 Mt. St. Catherine, . . . .	Sacred Heart, . . . .	321	249
10656 Koedy, . . . .	Poor Clares, . . . .	185	148
13668 Maghernahely, . . . .	Sisters of Morey, . . . .	179	122
Co. CAVAN.			
8400 Cavan, . . . .	Poor Clares, . . . .	307	195
10176 Ballyjamesduff, . . . .	do., . . . .	191	136
11789 Belturbet, . . . .	Sisters of Morey, . . . .	180	130
12092 Cootehill, . . . .	do., . . . .	128	89
Co. DONEGAL.			
15016 St. Columba's, . . . .	Loreto, . . . .	111	82
10163 Glenties, . . . .	Sisters of Mercy, . . . .	92	67
2055 Glenties, sen. B. & G. . . .	do., . . . .	60	40
9278 Moville, . . . .	do., . . . .	111	96
10689 St. Patrick's, . . . .	do., . . . .	208	143
14705 Ballyshannon (2), . . . .	do., . . . .	160	104
9380 Nuala, . . . .	do., . . . .	45	31
Co. DOWN.			
15504 Nazareth House, . . . .	Sisters of Nazareth, . . . .	157	153
15505 Nazareth Lodge, . . . .	do., . . . .	137	136
15390 St. Matthew's, . . . .	Cross and Passion, . . . .	515	373
10253 Mt. St. Patrick, . . . .	Sisters of Morey, . . . .	272	197
243 St. Clare's, . . . .	Poor Clares, . . . .	677	404
9725 Rostrevor, . . . .	Sisters of Morey, . . . .	114	72
13732 Warreupoint, . . . .	do., . . . .	108	80
7508 Canal street, . . . .	do., . . . .	487	305

(a.)—THREE HUNDRED AND EIGHT CONVENT NATIONAL SCHOOLS  
PAID BY CAPITATION—continued.

Roll No. and School.	Religious Order of Community.	Average No. of Pupils on Rolls for year ended 31st Dec., 1908.	Average daily attendance for year ended 31st Dec., 1908. All Pupils.
ULSTER—CO. CO. FERMANAGH.			
2035 Enniskillen Infant, . . .	Sisters of Mercy, . . .	81	65
Co. LONDONDERRY.			
6168 St. Eugene's Cathedral, . .	Sisters of Mercy, . . .	747	650
13212 St. Patrick's (2), . . .	do., . . .	318	216
14598 St. Columb's, G. Inf., . .	do., . . .	174	136
14599 do., B. Inf., . . .	do., . . .	189	148
14915 Nazareth House, . . .	Sisters of Nazareth, . .	194	187
14007 St. Mary's, Magherafelt, .	Immaculate Conception, .	70	56
15066 do., . . . Inf., . . .	do., . . .	58	47
Co. TYRONE.			
10110 Strabane, . . .	Sisters of Mercy, . . .	440	324
14272 Omagh, . . .	Loreto, . . .	282	201
13814 Cookstown, . . .	Sisters of Mercy, . . .	211	175
14458 St. Patrick's, . . .	do., . . .	295	214
15921 Bridge End, . . .	do., . . .	121	89
Co. MONAGHAN.			
4244 Castleblayney, . . .	Sisters of Mercy, . . .	134	92
MUNSTER—Co. CLARE.			
10644 Ennistymon, . . .	Sisters of Mercy, . . .	249	181
12962 Tulla, . . .	do., . . .	140	116
15162 Killaloe, . . .	do., . . .	141	104
7315 Ennis, . . .	do., . . .	503	313
11800 Kilkee, . . .	do., . . .	239	163
13374 Kilrush, . . .	do., . . .	492	366
Co. CORK.			
512 Midleton, . . .	Presentation, . . .	506	376
3828 Youghal, . . .	do., . . .	508	445
6376 Queenstown, . . .	Sisters of Mercy, . . .	685	505
7419 St. Mary's (Carrigrohilly), .	Poor Servants of the Mother of God and the Poor.	157	112
13450 Rushbrock, . . .	Sisters of Mercy, . . .	113	93
1541 Charleville, . . .	do., . . .	127	98
13031 St. Joseph's, . . . Inf., .	do., . . .	172	126
2278 Millstreet, . . .	Presentation, . . .	244	182
10047 Macroom, . . .	Sisters of Mercy, . . .	354	272
10232 Kanturk, . . .	do., . . .	230	103
2358 Fermoy, . . .	Presentation, . . .	523	361
4268 Doneraile, . . .	do., . . .	188	136
4630 Mallow, . . .	Sisters of Mercy, . . .	395	203



(a.)—THREE HUNDRED AND EIGHT CONVENT NATIONAL SCHOOLS  
PAID BY CAPITATION—continued.

Roll No. and School.	Religious Order of Community.	Average No. of Pupils on Rolls for year ended 31st Dec., 1908.	Average daily attendance for year ended 31st Dec., 1908. All Pupils.
MUNSTER—con.—Co. CORK—con.			
11855 Buttevant, . . . .	Sisters of Mercy, . . . .	131	94
12791 Mitchelstown, . . . .	Presentation, . . . .	351	220
9161 Bantry, . . . .	Sisters of Mercy, . . . .	330	247
13372 St. Patrick's, . . . .	do., . . . .	134	100
15832 St. Patrick's, . . . .	do., . . . .	75	54
7651 Clonakilty, . . . .	Sisters of Mercy, . . . .	300	212
8430 Skibbereen, . . . .	do., . . . .	352	247
13661 St. Mary's, . . . .	Sisters of Charity, . . . .	184	134
13662 do., . . . .	do., . . . .	190	121
14813 Roscarbery, . . . .	Sisters of Mercy, . . . .	274	200
4572 Kinsale, . . . .	do., . . . .	400	312
5257 Bandon, . . . .	Presentation, . . . .	409	292
5940 Blackrock, . . . .	Ursuline, . . . .	121	73
6153 St. Finbar's, . . . .	Presentation, . . . .	1,069	775
12218 Clarence-street, . . . .	do., . . . .	554	420
13696 St. Vincent's, . . . .	Sisters of Charity, . . . .	1,387	944
14000 St. Joseph's, . . . .	Sisters of Mercy, . . . .	1,173	812
14105 Clarence-street, . . . .	Presentation, . . . .	617	414
14594 St. Finbar's, . . . .	do., . . . .	238	179
14299 St. Mary's, Passago West, . . . .	Sisters of Mercy, . . . .	326	260
14722 Schull, . . . .	do., . . . .	124	91
Co. KERRY			
4002 Listowel, . . . .	Presentation, . . . .	427	289
11849 Lixnaw, . . . .	do., . . . .	103	82
15335 do., . . . .	do., . . . .	99	67
13233 Ballybunion, . . . .	Sisters of Mercy, . . . .	101	110
1859 Milltown, . . . .	Presentation, . . . .	141	111
13530 Moyderwell, . . . .	Sisters of Mercy, . . . .	559	333
13615 Tralee (2), . . . .	do., . . . .	307	247
14952 Castleisland, . . . .	Presentation, . . . .	424	323
10050 St. Gertrude's, . . . .	Loreto, . . . .	49	35
Co. LIMERICK.			
7439 Abbeyfeale, . . . .	Sisters of Mercy, . . . .	208	145
15127 Cappamore, . . . .	do., . . . .	186	127
13898 Hospital, . . . .	Presentation, . . . .	311	271
14625 Doon, . . . .	Sisters of Mercy, . . . .	212	150
13026 Kilfinane, . . . .	Sisters of Charity, . . . .	306	261
570 SS. Mary and Munchin's, . . . .	Sisters of Mercy, . . . .	704	524
15777 St. Vincent de Paul's, . . . .	do., . . . .	301	208
5547 Sexton-street, . . . .	Presentation, . . . .	687	524
6936 St. John's-square, . . . .	Sisters of Mercy, . . . .	658	429
9296 Adare, . . . .	do., . . . .	109	82
10684 Mt. St. Vincent, . . . .	do., . . . .	162	121

(a.)—THREE HUNDRED AND EIGHT CONVENT NATIONAL SCHOOLS  
PAID BY CAPITATION—*continued*.

Roll No. and School.	Religious Order of Community.	Average No. of Pupils on Rolls for year ended 31st Dec., 1908.	Average daily attendance for year ended 31st Dec., 1908. All Pupils.
MUNSTER—con.—Co. LIMERICK—con.			
11197 Bruff, . . . .	Faithful Companions of Jesus.	192	145
12718 St Vincent de Paul, . . . .	Sisters of Mercy, . . . .	430	256
13480 St. Mary's, . . . .	do., . . . .	206	147
14199 St. John's, . . . .	do., . . . .	215	139
14596 Sexton-street, . . . .	Presentation, . . . .	270	206
6032 St. Catherine's, . . . .	Sisters of Mercy, . . . .	248	184
6569 St. Anne's, . . . .	do., . . . .	237	172
12975 St. Joseph's, . . . .	do., . . . .	184	133
14555 Do., . . . .	do., . . . .	121	82

## Co. TIPPERARY.

2133 Airhill, . . . .	Sacred Heart, . . . .	278	222
7302 Nenagh, . . . .	Sisters of Mercy, . . . .	613	445
13371 Borrisokane, . . . .	do., . . . .	215	169
3486 Borrisoleigh, . . . .	do., . . . .	112	87
4068 Thurles, . . . .	Presentation, . . . .	471	347
9407 Templemore, . . . .	Sisters of Mercy, . . . .	202	148
15334 Ballingarry, . . . .	Presentation, . . . .	135	98
9432 Tipperary, . . . .	Sisters of Mercy, . . . .	373	258
581 Cashel, . . . .	Presentation, . . . .	309	217
4133 Clogheen, . . . .	Sisters of Mercy, . . . .	166	130
7232 Drangan, . . . .	do., . . . .	120	95
8903 Fethard, . . . .	Presentation, . . . .	290	211
10120 Cahir, . . . .	Sisters of Mercy, . . . .	294	209
10437 Ballyporeen, . . . .	do., . . . .	132	90
11872 Carrick-on-Suir, <sup>1</sup> . . . .	Presentation, . . . .	574	406
12349 Morton-street, . . . .	Sisters of Charity, . . . .	388	435
13107 St. Joseph's (Carrick-on-Suir), . . . .	Sisters of Mercy, . . . .	206	146
13404 New Inn, . . . .	do., . . . .	110	77
12180 Clonmel, . . . .	Presentation, . . . .	291	206
4007 Newport, . . . .	Sisters of Mercy, . . . .	137	97

## Co. WATERFORD.

5095 Ardmore, . . . .	Sisters of Mercy, . . . .	66	53
12911 Lismore, . . . .	Presentation, . . . .	230	173
15457 Cappoquin, . . . .	Sisters of Mercy, . . . .	167	131
11356 Kilmaethomas, . . . .	do., . . . .	137	104
11944 Waterford, . . . .	Presentation, . . . .	434	289
12007 Ferrybank, . . . .	Sacred Heart, . . . .	173	125
12087 Dungarvan (2), . . . .	Presentation, . . . .	206	181

(a.)—THREE HUNDRED AND EIGHT CONVENT NATIONAL SCHOOLS  
PAID BY CAPITATION—continued.

Roll No. and School.	Religious Order of Community.	Average No. of Pupils on Rolls for year ended 31st Dec., 1908.	Average daily attendance for year ended 31st Dec., 1908. All Pupils.
MUNSTER—con.—Co. WATERFORD—con.			
12334 Star of the Sea, . . .	Sisters of Charity, . . .	197	135
12403 St. Joseph's, . . .	do., . . .	781	559
12522 Portlaw, . . .	Sisters of Mercy, . . .	201	145
12535 St. John's (2), . . .	Ursuline, . . .	315	222
12578 Dunmora, East, . . .	Sisters of Mercy, . . .	107	79
13020 Stradbally, . . .	do., . . .	122	90
14938 St. Otteran's, . . .	do., . . .	506	328
15295 St. Alphonsus, . . .	St. John of God, . . .	181	128
LEINSTER—Co. CARLOW.			
15245 Carlow, . . .	Presentation, . . .	457	397
10010 do., . . . Inf.	Sisters of Mercy, . . .	145	133
13507 Tullow, . . .	Brigidine, . . .	263	200
1926 Bagenalstown, . . .	Presentation, . . .	367	322
Co. DUBLIN.			
1149 King's Inna-street, . . .	Sisters of Charity, . . .	1,209	904
5933 George's-hill, . . .	Presentation, . . .	885	647
9932 Stanhope-street, . . .	Sisters of Charity, . . .	1,005	776
11883 Baldoyle, . . .	do., . . .	183	129
12408 Cabra, . . .	Dominican, . . .	117	96
12448 Gardiner-street, . . .	Sisters of Charity, . . .	1,531	1,164
13887 Mount Sackville, . . .	St. Joseph's, . . .	78	59
14515 East Wall, . . .	Sisters of Charity, . . .	383	310
15056 St. Vincent's, . . .	do., . . .	1,174	967
15816 do., . . . junr.	do., . . .	983	743
743 St. James's (1), . . .	do., . . .	950	687
2018 Baggot-street, . . .	Sisters of Mercy, . . .	1,369	975
13447 Lucan, . . .	Presentation, . . .	282	229
7032 Loreto (Leeson-lane), . . .	Loreto, . . .	623	472
7546 Golden Bridge, . . .	Sisters of Mercy, . . .	598	413
7883 Clondalkin, . . .	Presentation, . . .	221	171
11094 Weaver's-square, . . .	Sisters of Mercy, . . .	1,043	724
12471 Our Lady's Mount, . . .	Sisters of Charity, . . .	524	370
13611 Warrenmount, . . .	Presentation, . . .	827	643
1985 Booterstown, . . .	Sisters of Mercy, . . .	197	144
5900 Kingstown, . . .	Dominican, . . .	899	671
11832 Mount Anville, . . .	Sacred Heart, . . .	160	128
11894 Sandymount, . . .	Sisters of Charity, . . .	332	252
12509 St. Ann's, . . .	do., . . .	210	165
14586 Blackrock, . . .	Sisters of Mercy, . . .	513	401
729 Loreto, . . .	Loreto, . . .	169	116
7182 Dalkey, . . .	do., . . .	225	176
11509 Townsend-street, . . .	Sisters of Mercy, . . .	838	529
13612 St. Joseph's, Terenure, . . .	Presentation, . . .	375	258
15480 Harold, . . .	Sisters of Mercy, . . .	347	284

(a.)—THREE HUNDRED AND EIGHT CONVENT NATIONAL SCHOOLS  
PAID BY CAPITATION—continued.

Roll No. and School.	Religious Order of Community.	Average No. of Pupils on Rolls for year ended 31st Dec., 1908.	Average daily attendance for year ended 31st Dec., 1908. All Pupils.
LEINSTER—con.—Co. KILDARE.			
779 Maynooth, . . . .	Presentation, . . . .	250	184
1151 Clane, . . . .	do., . . . .	03	00
15040 Naas, . . . .	Sisters of Mercy, . . . .	281	220
11076 Kilscock, . . . .	Presentation, . . . .	150	118
15769 Monasterovan, . . . .	Sisters of Mercy, . . . .	232	181
2106 Newbridge, . . . .	Immaculate Conception, . . . .	231	187
11745 Great Connell, . . . .	do., . . . .	185	142
11806 Killeullen, . . . .	Cross and Passion, . . . .	178	120
13373 St. Michael's (Athy), . . . .	Sisters of Mercy, . . . .	458	296
13590 Kildare, . . . .	Presentation, . . . .	291	230
Co. KILKENNY.			
2181 Thomastown, . . . .	Sisters of Mercy, . . . .	239	163
9134 Gorebridge, . . . .	Brigidine, . . . .	134	100
10478 St. Patrick's, . . . .	St. John of God, . . . .	343	243
10835 Castlecomer, . . . .	Presentation, . . . .	266	199
13675 Callan, . . . .	Sisters of Mercy, . . . .	292	224
13885 Kilkenny, . . . .	Presentation, . . . .	041	518
5437 Moncooin, . . . .	do., . . . .	162	103
7260 Kilmacow, . . . .	do., . . . .	127	102
12035 Graigue, . . . .	Sisters of Mercy, . . . .	130	96
KING'S Co.			
3220 Birr, . . . .	Sisters of Mercy, . . . .	375	294
5913 Kileormac, . . . .	do., . . . .	139	100
13503 St. Rynagh's (Banagher), . . . .	Sacred Heart, . . . .	127	105
823 Killina, . . . .	Presentation, . . . .	125	88
2080 Tullamore, . . . .	Sisters of Mercy, . . . .	535	390
15556 Portarlington, . . . .	Presentation, . . . .	338	243
13118 Clara, . . . .	Sisters of Mercy, . . . .	261	172
1562 Edonderry, . . . .	St. John of God, . . . .	274	203
Co. LONGFORD.			
12942 St. Joseph's, . . . .	Sisters of Mercy, . . . .	445	325
13846 Granard, . . . .	do., . . . .	206	150
3865 Ballymahon, . . . .	do., . . . .	161	131
15033 St. Elizabeth, . . . .	do., . . . .	168	117
Co. LOUTH.			
851 Drogheda, . . . .	Presentation, . . . .	576	462
5387 Dundalk (2), . . . .	Sisters of Mercy, . . . .	096	574
8445 Ardee (2), . . . .	do., . . . .	173	116
10475 St. Vincent's, Jun. B., . . . .	Sisters of Charity, . . . .	298	249
14661 Castletown-road, . . . .	Sisters of Mercy, . . . .	306	211
8082 St. Mary's, . . . .	do., . . . .	295	214

(a.)—THREE HUNDRED AND EIGHT CONVENT NATIONAL SCHOOLS  
PAID BY CAPITATION—*continued.*

Roll No. and school.	Religious Order of Community.	Average No. of Pupils on Rolls for year ended 31st Dec., 1908.	Average daily attendance for year ended 31st Dec., 1908. All Pupils.
LEINSTER—con.—Co. MEATH.			
883 Navan (1)	Loreto,	265	174
7472 Do. (2)	Sisters of Mercy,	351	417
10913 Trim,	do.,	244	178
12068 Kells,	do.,	478	373
QUEEN'S CO.			
1536 Ballyroan,	Brigidine,	93	67
7183 Mountmellick,	Presentation,	271	219
7442 Borris-in-Ossory,	Sisters of Mercy,	126	88
13343 Cootestreet,	Brigidine,	150	115
13386 Maryborough,	Presentation,	473	341
13613 Abbeyleix,	Brigidine,	232	161
13637 Stradbally,	Presentation,	208	163
1157 Rathdowney,	St. John of God,	242	163
Co. WESTMEATH.			
934 Mullingar,	Presentation,	418	315
15512 Moate,	Sisters of Mercy,	225	153
14608 Rochford Bridge,	do.,	100	72
7723 St. Peter's,	do.,	412	318
13417 St. Mary's,	Sacred Heart,	209	154
14491 Kilbeggan,	Sisters of Mercy,	210	165
Co. WEXFORD.			
967 New Ross (1),	Carmelite,	337	238
8670 Duncannon,	St. Louis,	60	49
10622 Ramsgange,	do.,	53	37
14644 St. Joseph's,	Sisters of Mercy,	300	215
14755 Ballyhack,	St. Louis,	94	75
909 Wexford,	Presentation,	723	491
3634 Newtownbarry,	Faithful Companions of Jesus,	102	75
3324 Gersy,	Loreto,	261	178
6058 Presentation Convent, Enniscorthy,	Presentation,	461	305
6624 Kiltirk,	St. John of God,	70	48
8221 Templeshannon,	Sisters of Mercy,	287	195
11361 Faythe,	St. John of God,	411	325
11980 Summerhill,	Sisters of Mercy,	148	113
12966 St. Mary's, George's-street,	do.,	441	335
9184 Shielbeggan,	St. Louis,	57	37

(a.)—THREE HUNDRED AND EIGHT CONVENT NATIONAL SCHOOLS  
PAID BY CAPITATION—continued.

Roll No. and School.	Religious Order of Community.	Average No. of Pupils on Rolls for year ended 31st Dec., 1903.	Average daily attendance for year ended 31st Dec., 1903. All Pupils.
LEINSTER—con.—Co. Wicklow.			
7246 Ravenswell, . . .	Sisters of Charity, . . .	302	209
10162 St. Michael's, . . .	Sisters of Mercy, . . .	114	81
10418 Wicklow, . . .	Dominican, . . .	330	222
13032 Arklow, . . .	Sisters of Mercy, . . .	373	258
11094 St. Patrick's (Bray), . . .	Loreto, . . .	331	207
14653 Balinglass, . . .	Presentation, . . .	187	134
CONNAUGHT.—Co. GALWAY.			
12234 Tuam (1), . . .	Presentation, . . .	246	178
12250 do. (2), . . .	Sisters of Mercy, . . .	414	288
1013 Rahoon, . . .	Presentation, . . .	489	384
4515 Newtownsmith, . . .	Sisters of Mercy, . . .	565	375
12243 Carna, . . .	do., . . .	71	43
13190 Clifden, . . .	do., . . .	183	127
13439 Oughterard, . . .	do., . . .	254	167
12181 Clarenbridge, . . .	Sisters of Charity, . . .	106	67
13365 Oranmore, . . .	Presentation, . . .	126	75
1518 Woodford, . . .	Sisters of Mercy, . . .	154	115
6632 St. Vincent's, . . .	do., . . .	336	238
6839 Ballinasloe, . . .	do., . . .	410	311
12731 Eyrecourt, . . .	do., . . .	110	81
14159 St. Joseph's, . . .	do., . . .	175	136
15523 Kinvara, . . .	do., . . .	120	73
13208 Gort, . . .	do., . . .	253	102
14048 Headford, . . .	Presentation, . . .	111	88
8227 Athenry, . . .	do., . . .	153	112
Co. LITTIM.			
13770 Mohill, . . .	Sisters of Mercy, . . .	210	102
2821 Ballinamore, . . . Inft.	do., . . .	96	60
12040 Carrick-on-Shannon, . . .	Marist, . . .	227	180
13614 Ballinamore, . . .	Sisters of Mercy, . . .	90	61
Co. MAYO.			
14176 St. John's (Foxford), . . .	Sisters of Charity, . . .	72	47
14345 do., . . . Inft.	do., . . .	97	66
15542 Swinford, . . .	Sisters of Mercy, . . .	246	158
15028 St. Aidan's (Kiltimagh), . . .	St. Louis, . . .	142	99
Inft.			
15764 St. Aidan's (do.), . . .	do., . . .	92	64
12255 St. Patrick's, . . .	Sisters of Mercy, . . .	486	341
13517 St. Joseph's, . . .	do., . . .	142	95
14410 St. Angela's, . . .	do., . . .	392	293

[(a.)—THREE HUNDRED AND EIGHT CONVENT NATIONAL SCHOOLS  
PAID BY CAPITATION—continued.

Roll No. and School.	Religious Order of Community.	Average No. of Pupils on Rolls for year ended 31st Dec., 1908.	Average daily attendance for year ended 31st Dec., 1908. All Pupils.
CONNAUGHT—con.—Co. MAYO—con.			
12239 Mt. St. Michael's, . . .	Sisters of Mercy, . . .	315	290
13502 Ballinrobe, . . .	do., . . .	368	241
15375 St. Joseph's, . . .	do., . . .	306	223
14863 Achill Sound, . . .	do., . . .	109	69

## Co. ROSCOMMON.

13302 St. Francis Xavier's, . . .	Sisters of Charity, . . .	269	171
15043 Abbeytown, . . .	Sisters of Mercy, . . .	269	195
6908 Strokestown, . . .	do., . . .	170	123
15083 St. Mary's, . . .	do., . . .	332	279
15139 Abbeycarton, . . .	do., . . .	264	164
18198 St. Anne's, . . .	do., . . .	262	218
12754 St. Joseph's, Summerhill, . . .	do., . . .	144	126
7382 Loughglynn, . . .	Franciscan, . . .	101	66

## Co. SLIGO.

13240 St. Patrick's, . . .	Sisters of Mercy, . . .	510	388
14346 do., . . . B. Inf.	do., . . .	190	131
15374 St. Vincent's, . . .	Ursuline, . . .	207	149
11887 Banada, . . .	Sisters of Charity, . . .	132	92
2996 Tubbercurry, . . .	Marist, . . .	120	78
11460 Do., . . . Inf.	do., . . .	124	69

(b.)—THIRTY-ONE CONVENT NATIONAL SCHOOLS PAID BY PERSONAL  
SALARIES, &c.

## ULSTER—Co. ANMACH.

15310 Portadown, . . .	Presentation, . . .	215	167
11752 Middletown (2), . . .	St. Louis, . . .	46	27
15372 do., . . . Inf.	do., . . .	78	50

## Co. DUBLIN.

14531 Bandonan, . . .	St. Louis, . . .	164	103
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## Co. FERMANAGH.

13401 Enniskillen, . . .	Sisters of Mercy, . . .	321	213
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(b.)—THIRTY-ONE CONVENT NATIONAL SCHOOLS PAID BY PERSONAL SALARIES, &c.—continued.

Roll No. and School.	Religious Order of Community.	Average No. of Pupils on Rolls for year ended 31st Dec., 1908.	Average daily attendance for year ended 31st Dec., 1908. All Pupils.
Co. MONAGHAN.			
339 Monaghan, . . . .	St. Louis, . . . .	134	108
15402 do., . . . . Inft.	do., . . . .	227	170
15041 Clones, . . . .	do., . . . .	110	81
15491 do., . . . . Inft.	do., . . . .	147	104
15320 Carriekmacross, . . . .	do., . . . .	312	255
MUNSTER—Co. CORK.			
13762 Castletown, . . . .	Sisters of Mercy, . . . .	160	123
13910 Crosshaven, . . . .	Presentation, . . . .	231	185
Co. KERRY.			
538 Dingle, . . . .	Presentation, . . . .	412	371
545 Tralee, . . . .	do., . . . .	539	351
15332 St. Joseph's Presentation, Inft.	do., . . . .	67	47
13743 Rathmore, . . . .	do., . . . .	191	137
13051 Killarney, . . . .	do., . . . .	193	146
13381 do., (2), . . . .	Sisters of Mercy, . . . .	143	112
13542 Caherciveen, . . . .	Presentation, . . . .	272	216
15387 Killarney, . . . . Inft	do., . . . .	180	126
15473 do (2), . . . . Inft	Sisters of Mercy, . . . .	204	146
8320 Kenmare, . . . .	Poor Clares, . . . .	263	184
Co. WATERFORD.			
1289 Tallow, . . . .	Carmelite, . . . .	127	93
11461 Dungarvan, . . . .	Sisters of Mercy, . . . .	183	141
13478 do., . . . . Inft	do., . . . .	134	97
LEINSTER—Co. KILDARE.			
11336 Rathangan, . . . .	Sisters of Mercy, . . . .	173	146
Co. LONGFORD			
8546 Newtownforbes, . . . .	Sisters of Mercy, . . . .	82	61
CONNAUGHT—Co. MAYO.			
5215 Ballina, . . . .	Sisters of Mercy, . . . .	207	139
12961 do., . . . . Inft	do., . . . .	176	111
16004 do., . . . . B.Inft.	do., . . . .	88	48
Co. SLIGO.			
12325 Ballymote, . . . . Inft.	Sisters of Mercy, . . . .	125	96



## (c.)—TWO MONASTERY NATIONAL SCHOOLS PAID BY CAPITATION.

Roll No. and School.	Religious Order of Community.	Average No. of Pupils on Rolls for year ended 31st Dec., 1908.	Average daily attendance for year ended 31st Dec., 1908. All Pupils.
<b>MUNSTER—Co. CORK.</b>			
5669 St. George's-street, . . .	Presentation, . . .	452	318
5999 Douglas-street, . . .	do., . . .	591	404

## (d.)—FIFTY-TWO MONASTERY NATIONAL SCHOOLS PAID BY PERSONAL SALARIES, &amp;c.

<b>ULSTER—Co. ANTRIM.</b>			
15242 St. Gall's Monastery, . . .	Brothers of the Christian Schools.	396	349
15659 St. Finian's, . . .	do., . . .	110	52
<b>Co. ARMAGH.</b>			
7181 Crossmore Keady, . . .	Brothers of the Christian Schools.	118	100
<b>Co. DONEGAL.</b>			
14628 Letterkenny, . . .	Presentation, . . .	163	119
<b>Co. DOWNS.</b>			
9428 John-street, . . .	Brothers of the Christian Schools.	148	108
<b>Co. FERMANAGH.</b>			
12420 St. Michael's, . . .	Presentation, . . .	168	108
<b>Co. MONAGHAN.</b>			
366 Carrickmacross, . . .	Patrician, . . .	150	110
<b>Co. TYRONE.</b>			
15840 St. Patrick's, . . .	Presentation, . . .	251	196
<b>MUNSTER.—Co. CORK.</b>			
15718 St. Joseph's Cove (1), . . .	Presentation, . . .	238	196
15773 do. (2), . . .	do., . . .	292	230
12519 Mallow, . . .	Patrician, . . .	355	272
14784 St. Patrick's (Dunmanway)	Brothers of the Christian Schools.	135	97
12473 Greenmount, . . .	Presentation, . . .	372	263
14403 St. John's, Kinsale, . . .	do., . . .	266	186

(d.)—FIFTY-TWO MONASTERY NATIONAL SCHOOLS PAID BY PERSONAL SALARIES, &c.—continued.

Roll No. and School.	Religious Order of Community.	Average No. of Pupils on Rolls for year ended 31st Dec., 1908.	Average daily attendance for year ended 31st Dec., 1908. All Pupils.
CO. KERRY.			
1763 Killarney, . . .	Presentation, . . .	299	221
3655 Milltown, . . .	do., . . .	116	87
CO. LIMERICK.			
6543 Hospital, . . .	Brothers of the Christian Schools.	179	150
15581 St. Patrick's, . . .	do., . . .	145	103
CO. TIPPERARY.			
13014 Fethard, . . .	Patrician, . . .	150	106
CO. WATERFORD.			
15046 St. Stephen's, . . .	Brothers of the Christian Schools.	608	446
LEINSTER.—CO. CARLOW.			
681 Tullow, . . .	Patrician, . . .	140	109
13105 St. Bridget's, . . .	Brothers of the Christian Schools.	218	184
CO. KILDARE.			
12747 Kildare, . . .	Brothers of the Christian Schools.	170	122
CO. KILKENNY.			
13265 St. Patrick's, . . .	Brothers of the Christian Schools.	148	110
KING'S CO.			
12370 St. Brendan's, . . .	Presentation, . . .	253	209
CO. LOUTH.			
2094 Ardee, . . .	Brothers of the Christian Schools.	142	107
14641 Castletown-road, . . .	do., . . .	282	212
QUEEN'S CO.			
918 Castletown, . . .	Brothers of the Christian Schools.	57	39
7636 Coote-street, . . .	Patrician, . . .	121	83

## d.)—FIFTY-TWO MONASTERY NATIONAL SCHOOLS PAID BY PERSONAL SALARIES, &amp;c.—continued.

Roll No. and School.	Religious Order of Community.	Average No. of Pupils on Rolls for year ended 31st Dec., 1903.	Average daily attendance for year ended 31st Dec., 1903. All Pupils.
LEINSTER—con.—Co. WESTMIDLE.			
12904 St. Mary's, . . . .	Marist, . . . .	122	95
13756 do., . . . . prep.	do., . . . .	131	106
Co. WEXFORD.			
15300 St. Aloysius, . . . .	Brothers of the Christian Schools.	72	49
CONNAUGHT—Co. GALWAY.			
12423 Kilkerrin, . . . .	Franciscan, . . . .	90	67
12528 Curry, . . . .	do., . . . .	90	54
1016 Galway, . . . .	Patrician, . . . .	321	238
15316 Nun's Island, . . . .	do., . . . .	134	108
12765 Carrabeg, . . . .	Franciscan, . . . .	111	67
12502 Roundstone, . . . .	do., . . . .	57	39
11675 Annagh, . . . .	do., . . . .	61	42
Co. LESTER.			
14770 St. Mary's (Carrick-on-Shannon),	Presentation, . . . .	152	111
Co. MAYO.			
12621 Treaclear, . . . .	Franciscan, . . . .	45	24
12727 Errew, . . . .	do., . . . .	54	32
13130 Bunnacurry, . . . .	do., . . . .	59	36
13347 St. Patrick's, . . . .	Brothers of the Christian Schools.	203	192
14862 Swineford . . . .	Marist, . . . .	152	97
Co. ROSCOMMON.			
15628 St. Joseph's (Boyle), . . . .	Presentation, . . . .	207	149
12594 Highlake, . . . .	Franciscan, . . . .	56	26
12357 Granlahan, . . . .	do., . . . .	139	73
13709 St. John's (Ballaghaderreen),	Brothers of the Christian Schools.	165	120
1086 Castleros, . . . .	Marist, . . . .	103	70
Co. SLIGO.			
14533 Quay-street, . . . junior,	Marist, . . . .	192	150
15051 do., . . . . senior,	do., . . . .	134	107

(e).—SUMMARY ACCORDING TO RELIGIOUS ORDERS—CONVENT NATIONAL SCHOOLS.

Religious Order.	Schools paid by Capitation	Schools paid by Personal Salaries, &c.	Total.
Sisters of Mercy, . . . . .	161	12	173
Presentation, . . . . .	58	9	67
Sisters of Charity, . . . . .	26	—	26
St. Louis, . . . . .	6	8	14
Loreto, . . . . .	9	—	9
Sacred Heart, . . . . .	7	—	7
Poor Clares, . . . . .	4	1	5
Brigidine, . . . . .	5	—	5
Dominican, . . . . .	4	—	4
Franciscan, . . . . .	1	—	1
Immaculate Conception, . . . . .	4	—	4
St. John of God, . . . . .	6	—	6
Ursuline, . . . . .	3	—	3
Carmelite, . . . . .	1	1	2
Faithful Companions of Jesus, . . . . .	2	—	2
Cross and Passion, . . . . .	3	—	3
St. Joseph, . . . . .	1	—	1
Marist, . . . . .	3	—	3
Poor Servants of the Mother of God and the Poor.	1	—	1
Sisters of Nazareth, . . . . .	3	—	3
Total Convent National Schools, .	308	31	339

MONASTERY NATIONAL SCHOOLS.

Brothers of the Christian Schools, . . .	—	17	17
Presentation, . . . . .	2	12	14
Franciscan, . . . . .	—	10	10
Patrician, . . . . .	—	7	7
Marist, . . . . .	—	6	6
Total Monastery National Schools, .	2	52	54

ONE HUNDRED and THIRTY-TWO WORKHOUSE SCHOOLS, with the Average Number of Pupils on the Rolls, and the Average Daily Attendance of Pupils for the year ended 31st Decem-ber, 1908.

Roll No. and School.	Average No. of Pupils on Rolls for year ended 31st Dec., 1908.	Average Daily Attendance of all Pupils.	Roll No. and School.	Average No. of Pupils on Rolls for year ended 31st Dec., 1908.	Average Daily Attendance of all Pupils.
<b>ANTRIM.</b>			<b>CLARE.</b>		
3680 Ballymonoy, .	3	2	3408 Seariff, .	13	12
3843 Ballymena, .	20	18	3534 Ennistymon, .	14	11
8781 Lisburn, .	30	25	6130 Tulla, .	3	3
3653 Larne, .	4	4	6350 Rallyvaughan, .	18	17
6314 Antrim, .	21	20	6595 Corofin, .	13	12
3048 Belfast, .	348	235	3288 Ennis, .	72	66
			3489 Kilsnash, .	38	36
<b>ARMAGH.</b>			6224 Killadysort, .	11	10
11300 Lurgan, .	8	5			
10280 Newry, .	11	7	<b>CORK.</b>		
<b>CAVAN.</b>			3167 Middleton, .	38	33
3420 Cavan, .	17	16	6121 Youghal, .	19	17
3447 Bailieborough, .	16	14	3923 Kanturk, .	22	19
3644 Cootehill, .	14	13	4896 Macroom, .	16	13
6910 Bawnboy, .	7	6	6012 Milstreet, .	6	6
<b>DONEGAL.</b>			3242 Fermoy, .	25	24
4932 Milford, .	13	11	3651 Mallow, .	37	36
4975 Letterkenny, .	12	8	6216 Mitchelstown, .	25	23
7714 Glenties, .	3	3	4411 Bantry, .	11	11
3863 Inishowen, .	10	9	5993 Castletown, .	9	9
4313 Donegal, .	4	3	6140 Schull, .	10	9
4339 Ballyshannon, .	15	12	3417 Skibbereen, .	29	28
13754 Stranorlar, .	8	7	3563 Dunmanway, .	11	9
<b>DOWN.</b>			6949 Clonakilty, .	23	22
3250 Newtownards, .	Inoperative		3545 Cork, .	249	183
-3068 Banbridge, .	14	11	4925 Kinsale, .	12	11
11820 Kilkeel, .	12	12	6123 Bandon, .	14	13
<b>FERMANAGH.</b>			<b>KERRY.</b>		
10795 Ennistillen, .	20	17	5860 Tralee, .	44	34
11366 Lisnaskea, .	2	2	5324 Dingle, .	22	19
<b>LONDONDERRY.</b>			4340 Killarney, .	44	36
3381 Londonderry, .	19	15	4996 Cahoreivoca, .	12	9
9587 Limavady, .	7	4	4670 Kenmare, .	6	6
3381 Coleraine, .	12	10	<b>LIMERICK.</b>		
10525 Magherafelt, .	18	14	3066 Kilmallock, .	32	27
<b>MONAGHAN.</b>			5058 Limerick, .	33	56
3388 Monaghan, .	6	6	<b>TIPPERARY.</b>		
7812 Clones, .	9	7	3414 Roscrea, .	24	22
7884 Castleblayney, .	11	10	3519 Nenagh, .	22	19
3668 Carrickmacross	10	9	3647 Thurlos, .	37	33
<b>TYRONE.</b>			3142 Tipperary, .	60	52
3039 Castlederg, .	8	8	3363 Cashel, .	25	23
			3445 Clogheen, .	52	49
			3546 Carrick-on-Suir, .	13	10
			12363 Clonmel, .	31	24

## WORKHOUSE SCHOOLS—continued.

Roll No. and School.	Average No. of Pupils on Rolls for year ended 31st Dec., 1908.	Average Daily Attendance of all Pupils.	Roll No. and School.	Average No. of Pupils on Rolls for year ended 31st Dec., 1908.	Daily Attendance of all Pupils.
<b>WATERFORD.</b>			<b>WESTMEATH.</b>		
3418 Lismore, .	15	15	6866 Delvin, .	15	14
12220 Dungarvan, .	20	18	3274 Athlone, .	22	18
3826 Waterford, .	140	109	<b>WEXFORD.</b>		
6745 Kilinaethomas, .	35	34	3520 New Ross, .	47	36
<b>CARLOW.</b>			3508 Wexford, .	20	17
11154 Carlow, .	43	35	5674 Enniscorthy, .	46	45
<b>DUBLIN.</b>			10954 Gorey, .	18	14
3144 Balrothery, .	26	18	<b>WICKLOW.</b>		
7187 Dublin, North, .	378	348	3383 Rathdrum, .	11	8
3265 Rathdown, .	58	42	3879 Shillelagh, .	6	6
<b>KILDARE.</b>			11180 Baltinglass, .	13	13
3155 Naas, .	36	30	<b>GALWAY.</b>		
8534 Celbridge, .	11	10	3365 Galway, .	38	28
3862 Athy, .	24	20	6508 Mountbellew, .	6	6
<b>KILKENNY.</b>			6734 Portlanna, .	10	9
6947 Castlecomer, .	18	17	7019 Ballinasloe, .	37	32
3378 Callan, .	15	13	3379 Gort, .	22	20
3507 Kilkenny, .	56	47	<b>LEITRIM.</b>		
6278 Thomastown, .	23	22	3669 Manorhamilton, .	8	7
<b>KING'S.</b>			3419 Mohill, .	17	16
7989 Parnassstown, .	25	22	3533 Car-on-Shannon, .	8	8
3364 Edenderry, .	17	16	<b>MAYO.</b>		
3446 Tullamore, .	35	31	3859 Ballina, .	14	11
<b>LONGFORD.</b>			8474 Belmullet, .	12	12
3568 Longford, .	12	12	9221 Killybeg, .	6	6
3566 Granard, .	17	15	4895 Swinford, .	16	15
6811 Ballymahon, .	28	27	4253 Castlebar, .	20	15
<b>LOUTH.</b>			4727 Westport, .	16	14
3377 Dundalk, .	23	21	5117 Ballinrobe, .	11	10
3382 Ardee, .	23	19	6143 Clarendonville, .	18	17
<b>MEATH.</b>			<b>ROSCOMMON.</b>		
3410 Kells, .	4	3	3280 Boyle, .	18	16
14036 Trim Dist., R., .	64	61	4933 Castleroa, .	12	10
14106 Do., G., .	83	74	6122 Strokestown, .	11	10
<b>QUEEN'S.</b>			<b>SLEIGH.</b>		
4315 Mountmellick, .	28	26	3339 Sligo, .	65	49
10810 Abbeylisk, .	21	20	6500 Dromore West, .	4	3
			8219 Tohercurry, .	10	9
Gross Total, 132 Schools				3,814	3,213

LIST of TWENTY-SEVEN NATIONAL SCHOOLS attended by Pupils of  
INDUSTRIAL SCHOOLS, certified under the Act.

County.	Roll No.	School.	Religious Order of Conductors.	Number of Industrial Pupils on Roll on 31st Dec. 1908.	Average daily Attendance of Industrial Pupils for the year 1908.
Armagh,	11752	Middletown,	Sisters of St. Louis,	47	47
Down,	15505	Nazareth Lodge,	Sisters of Nazareth,	50	50
Monaghan,	359	St. Martha's, Monaghan,	Sisters of St. Louis,	58	58
Tyrone,	10110	St. Catherine's, Strabane,	Sisters of Mercy,	78	73
Clare,	7315	Ennis,	Do.,	56	53
Cork,	6376	St. Coleman's, Queenstown,	Do.,	41	39
"	15089	Baltimore Fishery,	Lay Teachers,	123	116
"	14290	Passage West, Cork,	Sisters of Mercy,	54	52
Kerry,	13015	Pembroke Alma, Tralee,	Do.,	70	65
"	13381	St. Joseph's Home, Killarney,	Do.,	103	91
Limerick,	10484	St. Vincent's, Limerick,	Do.,	123	123
Tipperary,	9407	St. Augustine's, Templemore,	Do.,	55	53
"	581	St. Francis', Cashel,	Presentation Sisters,	67	66
Longford,	8546	Our Lady of Succour, Newtownforbes.	Sisters of Mercy,	70	74
Westmeath,	15512	Mount Carmel, Monte,	Do.,	42	38
Wexford,	11986	St. Michael's, Wexford,	Do.,	65	60
Wicklow,	10163	St. Michael's, . . . Inft.	Do.,	39	33
Galway,	4515	St. Anne's, Galway,	Do.,	45	47
"	13190	Clifden,	Do.,	47	54
"	6632	St. Bridget's, Loughrea,	Do.,	51	50
"	6839	Ballinasloe,	Do.,	26	30
Mayo,	12253	St. Columba's, Westport,	Do.,	56	53
Roscommon,	13308	St. Francis Xavier's,	Sisters of Charity,	51	48
"	15083	St. Monica's, Roscommon,	Sisters of Mercy,	35	38
"	12754	St. Joseph's, Athlone,	Do.,	84	86
Sligo,	13240	St. Laurence's, Sligo,	Do.,	101	95
"	11887	Barada,	Sisters of Charity,	48	48

LIST of FORTY-SIX SCHOOLS in which SPECIAL GRANTS of SALARY  
in aid of INDUSTRIAL INSTRUCTION were available on 30th  
June, 1909.

County.	Roll No.	School.	County.	Roll No.	School.
Armagh, .	4415	Crossmaglen, G.	Tipperary, .	11872	Carriek-on-Suir, Conv.
			" .	13107	St. Joseph's, "
			" .	4068	Thurles, "
Cavan, .	11789	Belturbet, Convent.	Waterford, .	11461	Dungarran, Conv. (1).
			" .	13020	Stradbally, "
Down, .	9726	Rostrevor, "	Dublin, .	2018	Baggot st., Convent.
" .	7508	Canal-street, "	" .	753	Central Model, G.
Monaghan, .	359	Monaghan, "	Kildare, .	13373	St. Michael's, Conv.
" .	15329	Carriekmacross Conv.			
			Kilkenny, .	13883	Kilkenny, Convent.
Clare, .	11800	Kilkee, Convent.	" .	10478	St. Patrick's, "
" .	13374	Kilrush, "	" .	10835	Castlecomer, "
			Longford, .	12942	St. Joseph's, "
Cork, .	6376	Queenstown, Convent,	" .	13846	Granard, "
" .	10047	Macroom, "			
" .	4208	Doneraile, "	Louth, .	8445	Ardee, " (2).
" .	8430	Shibbereen, "			
" .	7651	Cionakilty, " (2).	Meath, .	12489	Oldcastle, G.
" .	14813	Rosscarbery, "			
" .	4572	Kinsale, "	Queen's, .	13937	Stradbally, Convent.
" .	5257	Bandon, "			
Kerry, .	545	Tralee, Convent (1).	Wexford, .	967	New Ross, " (1)
" .	13530	Moydarwell, "	" .	12966	St. Mary's, George's-
" .	14952	Castleisland, "			street, Convent.
" .	13381	Killarney (Mercy),	" .	8221	Tuppleshannon, "
		Convent.	" .	14044	St. Joseph's, "
" .	13061	Killarney (Pres.),			
		Convent.	Galway, .	13208	Gort, "
" .	8320	Kenmare, Convent.			
Limerick, .	7439	Abbeyfeale, Convent.	Mayo, .	14176	St. John's, "
" .	14625	Doon, "			



LIST of EVENING SCHOOLS to which capitation grants were paid at the end of the Session 1908-9, together with the average attendance of pupils.

NOTE.—In addition to the 365 Evening Schools on this list, 14 schools were in operation during only portion of the session. In 6 other cases grants were disallowed owing to irregularities in accounts, or other causes. Total, 385.

Reg. No.	School.	Average Attendance.	Reg. No.	School.	Average Attendance.
ANTRIM.			CAVAN.		
60	Seaview, .. ..	B. 18	155	Ballyjamesduff, ..	18
62	Anglican, .. ..	B. 18	227	Cornakill, .. ..	17
99	St. Vincent's Convent, ..	126	331	Carrigans, .. ..	16
129	Magheraberry, .. ..	B. 23	671	Knocktemplo, .. ..	24
166	Earl Street, .. ..	B. 17	713	St. Anne's, .. ..	23
197	Workingmen's Club, ..	14	923	Virginia, .. ..	18
482	Millquarter, .. ..	22	1200	Denn, .. ..	27
525	Harryville, .. ..	B. 30	1238	Crossacrough, .. ..	18
652	Cashendall, .. ..	36	1481	Tullyvin, .. ..	17
658	Glenane, .. ..	25	2002	Benbawn, .. ..	27
706	Wellington, .. ..	431			
708	St. Mary's, .. ..	B. 25			
2014	Cripples' Institute, ..	36			
2025	Belfast Mercantile College	165			
2100	Ballintoy Parochial, B.	34	CLARE.		
2102	John White, .. ..	28			
2166	Rathlin Island, .. ..	14			
2167	Glenavy, .. ..	11	1330	Carrigabolt, .. ..	B. 16
2172	Earl Street, .. ..	G. 43	1645	Bausha, .. ..	B. 39
2185	Belfast Municipal Technical Institute "A."	41	1806	Cloonadrum, .. ..	B. 59
2186	Do., "B."	35	1808	Seropol, .. ..	B. 70
2187	Do., "C."	24	1823	Cross, .. ..	B. 20
2188	Do., "D."	32	1979	Coonachure, .. ..	B. 65
2189	Do., "E."	27	1981	Cree, .. ..	B. 123
2190	Do., "F."	15	1983	Tullahrock, .. ..	B. 41
2191	Do., "G."	23	1998	Connolly, .. ..	B. 33
2192	Do., "H."	17	2006	Kanturk, .. ..	B. 28
2193	Do., "R."	41	2020	Clonamasha, .. ..	B. 59
2194	Do., "S."	27	2028	Clonames, .. ..	B. 60
			2030	Tulla, .. ..	B. 16
ARMAGH.			2074	Calenduckin, .. ..	B. 61
2	Edward Street Convent, ..	117	2075	Funglan, .. ..	B. 41
54	Portadown Convent ..	51	2077	Tullyrhu, .. ..	B. 30
131	Portadown, .. ..	40	2084	Ballinacullen, .. ..	B. 30
290	Magheranahely Convent	87	2095	Dunsillagh, .. ..	B. 65
488	Crossmaglen, .. ..	B. 35	2102	Corbally, .. ..	B. 31
773	Anamar, .. ..	B. 43	2105	Knock, .. ..	B. 53
2131	Glassdrummond, .. ..	B. 34	2106	Liscynsey, .. ..	B. 19
CARLOW.			2120	Rathlone, .. ..	B. 34
66	Graigoe, .. ..	30	2136	Barfield, .. ..	72
1260	Thryland, .. ..	19	2137	Kilnamona, .. ..	B. 28
1577	Clonegal, .. ..	30	2168	Charvcastle, .. ..	B. 38
1578	Kildavin, .. ..	15	2169	Knockjames, .. ..	B. 37
1947	Clonmore, .. ..	18	2178	Crushoon, .. ..	77
2082	Ballon, .. ..	17	2183	Clonsker, .. ..	B. 37
			2184	Drumcharley, .. ..	B. 30
			2197	Kilshann, .. ..	B. 38
			2205	Connolly, .. ..	G. 80
			2206	Cranny, .. ..	B. 29
			2207	Drumdigue, .. ..	B. 58



LIST of EVENING SCHOOLS to which capitation grants were paid at the end of the Session 1908-9, together with the average attendance of pupils—continued.

Reg. No.	School.	Average Attendance.	Reg. No.	School.	Average Attendance.
GALWAY—con.			LEITRIM—con.		
1689	Curraghmore, ..	B. 35	481	Killargue, ..	B. 32
1690	Curraghmore, ..	G. 32	545	Killyclogher, ..	B. 19
1652	Eyrecoort, ..	B. 22	626	Ballaghameshan, ..	B. 23
1818	Cloughbrack ..	.. 21	622	Cloonturk, ..	B. 20
1872	Toombola, ..	.. 20	633	Drumkeelamora, ..	B. 19
1936	Newcastle, ..	B. 28	799	Pearglassa, ..	B. 58
2009	Brierfield, ..	B. 51	946	Drumshambo (3), ..	B. 10
2013	Moylough, ..	B. 31	1133	Tullynacross, ..	B. 62
2069	Tiernakill, ..	B. 23	1148	Angleseshol, ..	B. 53
2070	Kinclare, ..	B. 54	1491	Drumshambo, ..	B. 20
2088	Newtown, ..	B. 38	1965	Cloonty, ..	B. 24
2122	Gardenfield, ..	G. 23	1966	Killybeggy, ..	B. 39
2123	Crumalin, ..	.. 49	2201	Glonanille, ..	B. 29
2196	Garra, ..	B. 32			
2210	Ard, ..	B. 33			
2216	Castlefrench, ..	B. 46			
			LANSHICK.		
			63	Ballygran, ..	.. 25
			78	St. Ita's, ..	G. 40
KERRY.			1231	Monemobhill, ..	B. 23
1668	Tulloha, ..	.. 30	1724	Ballylanders, ..	B. 16
1872	Derrisane, ..	.. 18	1729	St. Mary's, ..	G. 70
2144	Pembroke Hall, ..	.. 26	1738	Broadford, ..	B. 17
			1922	Ahalin, ..	.. B. 24
KILDARE.			1927	St. John's, ..	G. 41
NR.			1904	Kilcolman, ..	B. 32
			2179	Carrickerry, ..	B. 29
			LONDONDERRY.		
KILKENNY.			1266	Tirkane, ..	.. 22
237	Freshford, ..	B. 22	1825	St. Columb's Hall, ..	.. 122
			1682	Artillery Street Convent, ..	.. 235
KING'S.			1694	St. Eugene's Cathedral, ..	.. 83
687	St. Cronan's, ..	B. 21	1751	Lisnamuck, ..	.. 30
1000	Edenderry, ..	B. 51	LONGFORD.		
			56	Esker, ..	.. 27
LEITRIM.			699	Cloneen, ..	.. 20
65	Drumkeeran, ..	B. 45	818	Drumlish, ..	.. 30
80	Tarmon, ..	.. B. 29	2002	Moydow, ..	.. 19
83	Lisacoghill, ..	B. 34	LOUTH.		
105	Cornamona, ..	B. 31	672	St. Malachy's, ..	B. 20
254	Shivdillagh, ..	B. 21	2060	St. Patrick's, ..	.. 30
381	Drumkeel, ..	B. 30	2176	Ardee, ..	.. 16
447	Cullentra, ..	B. 16			



LIST of EVENING SCHOOLS to which capitation grants were paid at the end of the Session 1908-9, together with the average attendance of pupils—continued.

Reg. No.	School.	Average Attendance.	Reg. No.	School.	Average Attendance.
TIPPERARY.			TYRONE—CON.		
355	St. Joseph's Convent, ..	04	2081	Knocknagor, .. ..	26
390	Carriek-on-Suir Convent,	30	2126	Glencull, .. .. B.	20
721	Morton Street Convent,	29	2143	Grannan, .. ..	50
1713	Bishopswood, .. ..	21			
1855	Lorcha, .. .. B.	16	WATERFORD.		
2132	Clonmel Savings Bank, ..	20			
2211	Cloneyharp, .. .. B.	30	2111	St. Heigla's, .. .. G.	80
			2112	Cappoquin Convent, ..	18
			2195	Endeavour, .. .. B.	18
TYRONE.			WISSEMEATH.		
109	Loy, .. ..	22	573	Lismacaffroy, .. .. B.	12
166	Dunnamore, .. .. B.	22	819	Streamstown, .. .. B.	14
274	Reconson, .. .. B.	16	2171	Ballinad, .. .. B.	22
764	Crook, .. .. B.	18			
983	Pomeroy, .. .. Mxd.	18	WEXFORD.		
1241	Aughar (1), .. ..	19			
1258	Tallyrush, .. .. B.	12			
1534	Ballinagareagh, .. ..	41	386	Kingsland, .. ..	13
1758	Trillick, .. .. Mxd.	26	2079	Duncormick, .. ..	42
1800	Tranmerry, .. .. B.	25	2117	Glanbriac, .. ..	18
1900	Dromore, .. .. B.	36			
1914	Golan, .. .. Mxd.	26	WICKLOW.		
1970	Letteree, .. .. B.	26			
2042	Rascor, .. .. B.	20			
2043	Drumharvey, .. .. B.	19	2202	Coolfancy, .. ..	33

## SCIENCE EQUIPMENT GRANTS made in financial year 1908-9.

Roll No.	School.	Amount.	Roll No.	School.	Amount.
CO. ANTRIM.			CLARE.		
		£ s. d.			£ s. d.
15231	Cross, . . . . .	7 10 0	12557	Kilnaboy, . . . . .	7 10 0
12376	Millbrook, . . . . .	7 10 0	15302	Kildysart Girls', . . . . .	7 10 0
14789	Agnew Memorial, . . . . .	7 10 0			
8087	Toeshan, . . . . .	7 10 0	CORK.		
2721	Longstone, . . . . .	7 10 0	3872	Ballincollig, G., . . . . .	7 10 0
12761	Froese, . . . . .	7 10 0	14813	Rosscarbery Conv., . . . . .	10 0 0
18	Palentine, . . . . .	7 10 0	9161	Bantry Convent, . . . . .	10 0 0
15740	Donagall Road, . . . . .	10 0 0	4186	Berrings, . . . . .	7 10 0
15891	Larne Park, . . . . .	9 0 0	7745	Kilbonane, . . . . .	7 10 0
2455	Larne Girls', . . . . .	7 10 0			
2454	Larne Boys', . . . . .	7 10 0	KERRY.		
15838	Largymore, . . . . .	10 0 0	5970	Sixmilebridge, . . . . .	9 0 0
2984	Kilmoye, . . . . .	7 10 0			
8	Crebilly, . . . . .	7 10 0	LIMERICK.		
ARMAGH.			15581	Bruff, . . . . .	7 10 0
10939	Mill Boys', . . . . .	7 10 0	TIPPERARY.		
10306	Mulladry, . . . . .	5 0 0	NIL.		
10187	Ardara, . . . . .	7 10 0	WATERFORD.		
4900	Poyntzpass, B., . . . . .	7 10 0	NIL.		
12365	St. Patrick's, B., . . . . .	9 0 0	CARLOW.		
101	Armagh Boys', . . . . .	7 10 0	4077	Grange, . . . . .	7 10 0
CAVAN.					
14927	Keeny Boys', . . . . .	7 10 0	DUBLIN.		
DONEGAL.			11832	Mt. Anville Convent	9 0 0
8963	Castlefin (2), . . . . .	7 10 0	7883	Clondalkin Convent,	10 0 0
5004	Dunfanaghy, . . . . .	7 10 0	11599	Townsend-st. Conv.	10 0 0
DOWN.			6979	Inchicore Model, G.	7 10 0
9290	Ballinahinch	7 10 0	11907	Kingstown, G. (2), . . . . .	7 10 0
	(Church Street).				
5996	Ballyvickmacally, . . . . .	7 10 0	KILDARE.		
FERMANAGH.			784	Rathangan Boys' . . . . .	7 10 0
15920	Jones Memorial . . . . .	5 0 0	KILKENNY.		
LONDONDERRY.			NIL.		
13293	Killowen, . . . . .	9 0 0	KING'S.		
2363	Castleroe, . . . . .	7 10 0	1562	Edenderry Convent, <sup>1</sup>	10 0 0
8509	Collins, . . . . .	5 0 0	LONGFORD.		
MONAGHAN.			NIL.		
8015	Sreeny, . . . . .	7 10 0	LOUTH.		
TYRONE.			NIL.		
10205	Strangmore, . . . . .	5 0 0	MEATH.		
8438	Castlederg Edwards,	7 10 0	NIL.		
14853	Reccaron, . . . . .	7 10 0	QUEEN'S.		
15203	Drumlea, . . . . .	5 0 0	11521	Tolerton, . . . . .	7 10 0
12517	Drumclaph, . . . . .	7 10 0			

SCIENCE EQUIPMENT GRANTS made in financial year 1908-9.—*con.*

Roll No.	School.	Amount.	Roll No.	School.	Amount.
	WESTMEATH.			LUTHER.	
		£ s. d.			£ s. d.
1731	Ballinacargy, B.,	7 10 0		NIL.	
	WEXFORD.			MAYO.	
12831	Horswood, .	7 10 0	12529	Newtown Browne, B.	7 10 0
	WICKLOW.			ROSCOMMON.	
	NIL				
	GALWAY.		12527	Mount Delvin, .	7 10 0
15772	Newcastle Girls', .	7 10 0	6682	Greaghacarra, .	7 10 0
13919	Creagh, .	7 10 0	12593	Kingsland, .	7 10 0
14334	Bracklough, .	5 0 0	12357	Granlahan Monast'y.	7 10 0
13171	Clonfert, .	7 10 0			
13439	Oughterard Convent,	10 0 0		SLIGO.	
14378	Kilconnell, G., .	7 10 0			
14377	do., B., .	7 10 0		NIL.	
14048	Headford Convent, .	7 10 0			
14159	St. Joseph's Convent	9 0 0			

## TEACHERS' PENSIONS, &amp;c.

STATISTICS of the NATIONAL SCHOOL TEACHERS' (Ireland) PENSION FUND, under the Act 42 & 43 Vict., cap. 74, for the Year ended 31st December, 1908, as furnished by the Teachers' Pension Office, Dublin Castle.

1. The twenty-ninth year of the operation of the Act ended on the 31st December, 1908.

2. The fluctuation of numbers on the Pension List under the Act was as follows:

	MEN.					WOMEN.					Total both Sexes.
	3rd Class.	2nd Class.	1st Class.	1 <sup>st</sup> Class.	Total.	3rd Class.	2nd Class.	1st Class.	1 <sup>st</sup> Class.	Total.	
On the Books on the 31st December, 1907	2,375	1,810	1,583	150	5,918	4,338	1,486	872	130	6,826	12,568
First appointed in 1908	179	—	—	—	179	372	—	—	—	372	551
Re-appointed, 1908, .	50	7	5	1	63	80	7	5	—	107	171
Became Principal Teacher, 1908.	—	14	1	—	15	—	13	4	—	17	32
Became Assistant Teacher, 1908.	4	—	—	—	4	2	—	—	—	2	6
Promoted, 1908, .	—	25	38	7	70	—	15	26	10	51	121
Depressed, 1908, .	—	1	—	—	1	—	—	—	—	—	1
	2,608	1,865	1,633	158	6,064	4,807	1,521	907	140	7,375	13,439
Removed from List on account of age or receipt of Pension.	31	23	8	7	69	50	38	14	7	95	164
Quitted the Service, 1908.	134	24	21	1	180	281	28	6	—	295	475
Promoted, 1908, .	25	38	7	—	70	16	23	10	—	51	121
Became Principal Teacher, 1908.	15	—	—	—	15	17	—	—	—	17	32
Became Assistant Teacher, 1908.	—	4	—	—	4	—	2	—	—	2	6
Depressed, 1908, .	—	—	1	—	1	—	—	—	—	—	1
Died, 1908, .	17	13	2	—	32	11	6	6	3	26	58
Remained on Books 31st December, 1908.	2,356	1,764	1,594	150	5,864	4,448	1,430	871	130	6,879	12,583

(3.) The Model School Teachers who have availed themselves of the supplemental privileges conferred under Rule 21 are as follows:—

	Men.	Women.	Total.
On the Books 31st December, 1907, . . . . .	41	45	86
Re-appointed, 1908, . . . . .	—	—	—
Total, . . . . .	41	45	86
Removed from Establishment on account of Age or on receipt of Pension in 1908, . . . . .	1	2	3
Died in 1908, . . . . .	1	—	1
Resigned or Dismissed, 1908, . . . . .	1	1	2
On the Books, 31st December, 1908, . . . . .	38	42	80
Supplemental Pensions :			
Amount payable on 31st December, 1907, . . . . .	£ s. d. 556 17 10	£ s. d. 1,350 17 11	£ s. d. 1,897 15 9
Granted in 1908, . . . . .	32 0 0	58 5 8	90 5 8
Ceased in 1908, . . . . .	52 0 0	116 11 0	148 11 0
Amount payable 31st December, 1908, . . . . .	586 17 10	1,392 12 7	1,879 10 5



4. The Pensions granted were as follows:—

	MEN.										WOMEN.										Total both Sexes.	
	1st Class.		2nd Class.		3rd Class.		4th Class.		Total.		1st Class.		2nd Class.		3rd Class.		4th Class.		Total.			
	No.	£	No.	£	No.	£	No.	£	No.	£	No.	£	No.	£	No.	£	No.	£	No.	£	No.	£
Total on 31st December, 1907.	444	16,160	404	20,002	100	1,004	20	1,000	664	27,200	402	1,044	407	11,408	108	4,472	44	1,360	1,059	21,140	1,060	58,470
PENSIONS GRANTED IN 1908.																						
By 10 months.	8	81	4	40	3	7	1	10	4	77	4	10	1	10	1	10	4	4	10	10	10	100
On Voluntary Retirement.	15	507	13	560	8	104	—	—	46	1,004	10	140	13	260	8	80	8	100	37	474	47	1,207
On Compulsory Retirement.	7	240	9	408	4	124	1	100	16	604	14	400	20	720	10	400	4	100	48	1,000	71	1,470
Total.	30	1,068	26	1,008	15	1,000	2	1,000	66	1,685	28	550	34	1,080	19	580	16	580	102	2,044	118	2,677
PENSIONS GRANTED IN 1909.																						
Through Death.	19	400	10	1,100	8	200	1	200	38	1,100	10	400	10	240	1	200	1	200	40	1,000	41	1,000
Otherwise.	1	4	1	20	—	—	—	—	4	10	4	20	1	20	—	—	—	—	5	20	5	10
Pensions payable 31st December, 1908.*	566	17,000	498	21,000	108	1,000	21	1,000	713	27,000	414	1,040	417	12,004	127	5,100	45	1,360	1,047	21,417	1,060	70,007

\* Including the Supplemental Pensions.

5. The Age Statistics have been as follows, so far as they have been notified during the Years 1886-1897, and 1903, respectively.

	1886.								1903.							
	1st Class.		2nd Class.		3rd Class.		4th Class.		1st Class.		2nd Class.		3rd Class.		4th Class.	
	1886-1887.	1898.	1886-1887.	1898.	1886-1887.	1898.	1886-1887.	1898.	1903-1907.	1903.	1903-1907.	1903.	1903-1907.	1903.	1903-1907.	1903.
Average Age on 1st																
Promotion, . . . .	32.45	32.50	34.36	34.36	35.97	36.21	31.75	30.85	33.37	31.55	34.39	35.14	32.33	32.58	31.54	32.85
Reignation or Dismissed, .	38.44	37.53	38.45	38.55	37.13	36.55	37.27	37.33	36.58	37.00	37.32	35.55	33.75	35.03	34.50	—
Re-employment, . . . .	32.97	33.53	30.77	32.77	35.55	33.53	33.57	32.55	32.31	33.53	32.55	32.55	32.55	32.55	31.55	30.55
Retirement, . . . .	34.54	33.22	32.15	32.15	32.54	33.21	33.53	33.20	33.41	33.21	31.54	32.48	32.55	32.55	31.55	30.55
Death, . . . . .	35.55	35.57	35.54	32.32	35.55	35.55	35.55	35.55	35.55	35.45	35.55	31.57	32.55	32.55	31.55	31.55

## (1.) The "REID" BEQUEST.

In accordance with one of the provisions of the Reid Bequest Scheme for the advancement of education in the County Kerry, the Commissioners of National Education, having considered the answering at the annual examinations of 1908 of the monitors employed in the National Schools of that county, awarded prizes as follows:—

## MONITORS EXAMINED UPON FIFTH YEAR PROGRAMME.

Roll No. and School.	Name of Monitor.	Prize.
9302 Glendusk, . . .	Roger Donoghue, . . .	£ 25
12412 Killeenagh, . . .	Michael Moriarty, . . .	22
6970 Sixmilebridge, . . .	Patrick Moynihan, . . .	20
1793 Killarney Monastery, .	Jeremiah Mangan, . . .	18
7440 Morley's Bridge, . . .	John Hickey, . . .	16
5517 Moharees, . . .	Maurice Spillane, . . .	14

## MONITORS EXAMINED UPON THIRD YEAR PROGRAMME.

Roll No. and School.	Name of Monitor.	Prize
14797 Kilsaroon Boys', . . .	Edmond Murphy, . . .	£ 20
10535 Liselton Boys', . . .	Michael J. Dillon, . . .	18
5168 Cirraghbeg Boys', . . .	William Sculley, . . .	16
5517 Moharees, . . .	Denis Courmone, . . .	14
9422 Spa, . . .	James Walsh, . . .	12
536 Caheroiveen Boys, . . .	Daniel Mangan, . . .	10

- (8.) LIST of KING'S SCHOLARS who passed their Final Year's Examination in July, 1908, and qualified for Certificates of Competency in Irish, and to whom Prizes of £5 each have been awarded.

The Training College, are indicated thus :—

C.N.E. "Madborough-street" (Dublin). D.L.S. "De la Salle" (Waterford).  
 St. P. "St. Patrick's" (Drumcondra). St. M. "St. Mary's" (Bo la th).  
 O.L.M. "Our Lady of Mercy" (Blackrock). M.L. "Mary Immaculate" (Limerick).

County.	Roll No.	School.	Name of King's Scholar.	College.
Cork, ..	1272	Glandore Boys', ..	Daniel J. McCarthy, ..	D.L.S.
" ..	6508	Macroom (2) Boys', ..	William Murphy, ..	D.L.S.
Limerick, ..	3231	Glin Boys', ..	Michael J. King, ..	D.L.S.
Keery, ..	14025	Rockfield Boys', ..	John O'Sullivan, ..	C.N.E.
Westmeath, ..	7722	St. Peter's Convent, ..	Mary J. Neary, ..	St. M.
Donegal, ..	11315	Meenabanad, ..	James O'Donnell, ..	D.L.S.
Monaghan, ..	-	Carrickmacross Con. Infr	Mary Curtis, ..	O.L.M.
Cork, ..	13211	Ballingeary Girls', ..	Susan Aherne, ..	M.L.
Donegal, ..	4788	Roshine, ..	Murray O'Doherty, ..	D.L.S.
Roscommon, ..	12917	Greaghmalerna, ..	Daniel O'Rourke, ..	D.L.S.
Galway, ..	12250	Tuam (2) Convent, ..	Delia K. Treacy, ..	St. M.
Limerick, ..	10107	Mt. Collins Boys', ..	Maurice Lyons, ..	D.L.S.
Cork, ..	3548	Laharn, ..	Mary Lucy, ..	St. M.
Donegal, ..	15241	Teelin, ..	Francis Cassidy, ..	St. P.
Waterford, ..	12987	Dungarvan Convent, ..	Brigid Condon, ..	St. M.
Cork, ..	612	Midleton Convent, ..	Johanna Twomey, ..	St. M.
Kerry, ..	10290	Listowel (2) Boys', ..	James J. Hayes, ..	St. P.
Monaghan, ..	391	Monaghan Convent, ..	Terena Owens, ..	St. M.
King's, ..	7949	Parsonstown Model, ..	John Rynn, ..	C.N.E.
Galway, ..	6319	Dooras, ..	Patrick J. Fallon, ..	St. P.
Cork, ..	12229	Drinoleague Boys', ..	John O'Sullivan, ..	St. P.
Tyrone, ..	2316	Dromore Boys', ..	James J. McElholm, ..	D.L.S.
Kerry, ..	13796	Kilmakerrin Girls', ..	Ellie M. Lynch, ..	M.L.
Tyrone, ..	-	Omagh Christian, ..	Francis McVeigh, ..	D.L.S.
Galway, ..	14508	Cappagh Boys', ..	Peter F. Lyons, ..	D.L.S.
Leitrim, ..	2821	Ballinamore Con. Infr	Brigid Armstrong, ..	St. M.
Antrim, ..	13683	St. Patrick's Girls', ..	Mary C. Conway, ..	St. M.
Donegal, ..	3976	Coglish, ..	Patrick McShane, ..	St. P.
Down, ..	10253	Mt. St. Patrick's Conv.	Eva M. Walsh, ..	St. M.
Limerick, ..	9820	Ballygran Boys', ..	Daniel J. Quill, ..	D.L.S.

- LIST of additional KING'S SCHOLARS who passed their Final Year's Examination in July, 1908, and qualified for Certificates of Competency in Irish.

Cork, ..	1792	Inchigeela Boys', ..	Patrick Twolig, ..	St. P.
Galway, ..	6489	Sylane, ..	Bridget Forde, ..	St. M.
Tipperary, ..	12180	Clenmel Press Court, ..	Brigid Britton, ..	M.L.
Meath, ..	5630	Trim Model, ..	Timothy Lyne, ..	C.N.E.
Louth, ..	5387	Dundalk Convent, ..	Ellen T. Keough, ..	St. M.
Clare, ..	15047	Rathbane Boys', ..	Michael McGrath, ..	St. P.
Dublin, ..	2018	Baggot St. Prepy., ..	Mary Burke, ..	O.L.M.
Kerry, ..	10046	Lohar Boys', ..	Barbara E. O'Sullivan, ..	O.L.M.
Roscommon, ..	13979	St. Patrick's Girls', ..	Helena Moran, ..	St. M.
Louth, ..	5387	Dundalk Convent, ..	Margaret Gibbons, ..	St. M.
Donegal, ..	12698	Tiernaligo G., ..	Mary McDavid, ..	St. M.

## (2.) CARLISLE AND BLAKE PREMIUMS.

## THE CARLISLE AND BLAKE PREMIUM FUND.

1. The Commissioners of National Education are empowered to allocate to the teachers of ordinary National schools the interest accruing from certain funds at their disposal in premiums, to be called "The Carlisle and Blake Premiums." Teachers of Model Schools, Convent Schools, or other special schools, are not eligible for these premiums.

2. The interest from the accumulated funds available for premiums is distributed in premiums of £5 each—one for the most deserving principal teacher in each of the circuits every year, upon the following conditions:—

- (a.) that the average attendance and the regularity of the attendance of the pupils is satisfactory;
- (b.) that a fair proportion of the pupils have passed in the higher standards.
- (c.) that, if a boys' or mixed school, taught by a master in a rural district, the elements of the sciences underlying agriculture are fairly taught to the boys of the senior standards; and, if a girls' school (rural or town), needlework is carefully attended to.
- (d.) that the state of the school has been reported during the previous two years as satisfactory in respect of efficiency, moral tone, order, cleanliness, discipline, school accounts, supply of requisites, and observance of the Commissioners' rules.

3. No teacher is eligible for a premium more frequently than once in five years.

CARLISLE AND BLAKE PREMIUMS for the year ended 31st December, 1908.

Circuit.	Roll No	Name of School	Teacher.
1. Donegal, .	18060	Academy, . . .	John Millen.
2. Londonderry, .	11972	Cockhill Girls', . . .	Mrs. Marion Fleming
3. Ballymena, .	12987	Kilbride . . . .	Thos. McCartney
4. Omagh, .	8331	Moy (2), . . . .	Robt. A. Johnston
5. Enniskillen, .	2744	Leahary, . . . .	Miss M. Gray
6. Armagh, .	5502	Blackstaff, . . . .	Jas. Dolan
7. Belfast (1), .	10295	Dromore Parl., . . .	David G. Loughrey
8 Do. (2) .	2548	Mt. Pottinger (2) Girls', .	Mrs. M. McBratney
9. Dundalk .	11072	St. Peter's, . . . .	John Hamilton
10. Sligo, .	15217	Ardkeerin . . . .	Joseph O'Hanlon
11. Dublin (1), .	9705	St. Patrick's, Girls', . .	Miss Kate O'Connor
12. Do, (2), .	6255	Haddington Rd., . . .	Jeremiah Allen
13. Castlebar, .	13534	Lisduff, Girls', . . .	Mrs. Brigid Egan
14. Galway, .	13378	Spiddal Boys', . . .	Peter Grosby
15. Ashlone, .	14356	Lisnaskea, . . . .	Patrick Golden
16. Portarlington, .	1315	Kilbeggan, Boys', . . .	Jas. A. Fallon
17. Limerick, .	7959	Kilmeedy, Girls', . . .	Miss Kate Miller
18. Clonmel, .	5831	Murroe, Girls', . . .	Miss Agnes Byron
19. Waterford, .	798	Graigoe, Boys', . . .	Eugene Doyle
20. Kerry, .	4462	O'Dorney, Girls', . . .	Mrs. M. A. Griffin
21. Cork (1), .	4755	Giantane, Boys', . . .	Denis O'Callaghan
22. Do. (2), .	13126	Derara, Girls', . . .	Mrs. Mary Holland

## COMPULSORY EDUCATION.

## IRISH EDUCATION ACT, 1892.

(a.) PLACES in which SCHOOL ATTENDANCE COMMITTEES existed on 31st December, 1908.

County.	Name of Urban District.	Name of Rural District.
Antrim,	Ballymena,	Aghaloe (Lurgan No. 3).
"	Ballymoney,	Antrim.
"	Carrickfergus,	Ballycastle.
"	Larne,	Ballymena.
"	Lisburn,	Ballymoney.
"	Portrush,	Belfast.
"	—	Larne.
"	—	Lisburn.
Antrim & Down,	Belfast Co. Borough,	—
Armagh,	Lurgan,	Armagh.
"	Portadown,	Lurgan :—Lurgan Division.
"	Tandragee,	" Portadown Division.
"	—	Newry No. 2.
"	—	Tandragee (Banbridge No. 2).
Carlow,	Carlow,	Carlow :—Bagenalstown Divis'n
"	Tullow,†	" Ballin Division.
"	—	" Borris Division
"	—	" Tieryland Division.
Cavan,	Belturbet,	—
"	Cavan,	—
"	Cootehill,	—
Clare,	Ennis,	Corofin.
"	Kilrush,	Killedyseret.
"	—	Kilrush.
Cork,	Clonakilly,	—
"	Fermoy,	—
"	Kinsale,	—
"	Middleton,	—
"	Queenstown,	—
"	Cork Co. Borough,	—
Donegal,	Ballyshannon,*	Dunfanaghy.
"	Letterkenny,*	Londonderry No. 2.
"	—	Strabane No. 2.

\* In this case the provisions of the Act were not enforced.

† In this case no information was received from the secretary to the committee as to the working of the Act.

(a.) PLACES in which SCHOOL ATTENDANCE COMMITTEES existed on 31st December, 1908—*continued.*

County.	Name of Urban District.	Name of Rural District.
Down,	Banbridge,	Banbridge :—Annacorney Divis.
"	Bangor,	" Banbridge Divis.
"	Donaghadee,	" Dromore Division.
"	Downpatrick,	" Moneylane Divis.
"	Dromore,	Castlerough (Belfast No. 2).
"	Holywood,	Downpatrick :—Ballynahinch Division.
"	Newcastle,	" Downpatrick Division.
"	Newry,	" Killyleagh Div.
"	Newtownards,	" Portaferry Div.
"	Warrenpoint,	Hillsborough (Lisburn No. 2).
"	—	Kilkeel.
"	—	Moira (Lurgan No. 2) :—Waringstown Division.
"	—	" Moira "
"	—	Newry No. 1.
"	—	Newtownards.
Dublin,	Blackrock,	Balrothery :—Balbriggan Div.
"	Dalky,	" Garristown Div.
"	Killiney and Ballybrack	" Malahide Division
"	Kingstown,	Calbridge No. 2.
"	Pembroke,	North Dublin.
"	Rathmines and Rathgar	Rathdown No. 1.
"	Dublin (Co. Borough) : Clontarf Division.	South Dublin.
"	" Drumcondra, &c., Division.	—
"	" New Kil- mainham Division.	—
"	" North West Division.	—
"	" North East Division.	—
"	" South West Division.	—
"	" South East Division.	—
Fermanagh,	Enniskillen,	Enniskillen.
"	—	Irvinestown.
"	—	Lisnaskea :—East side.
"	—	" West side.
Galway,	Ballinasloe,	Clifden.
"	Galway,	Loughrea.
"	—	Oughterard.
"	—	Tuam.

(a.) PLACES in which SCHOOL ATTENDANCE COMMITTEES existed on 31st December, 1908—continued.

County.	Name of Urban District.	Name of Rural District.
Kerry, . . .	Killarney, . . .	Caherciveen.
" . . .	Tralee, . . .	Dingle.
" . . .	—	Kenmare.
" . . .	—	Killarney.
" . . .	—	Listowel.
" . . .	—	Tralee.
Kildare, . . .	Athy, . . .	Athy :—Athy Dispensary Dist.
" . . .	Naas, . . .	" Castledermot Dispensary District.
" . . .	Newbridge, . . .	" Fontstown Dispensary District.
" . . .	—	" Monasterevan Dispensary District.
" . . .	—	Baltinglass No. 3.
" . . .	—	Cellbridge No. 1.
" . . .	—	Edenderry No. 2.
" . . .	—	Naas No. 1 :—Clane Division.
" . . .	—	" Kildare Division.
" . . .	—	" Naas Division.
Kilkenny, . . .	Kilkenny, . . .	Castlecomer.
King's, . . .	Birr, . . .	Birr No. 1. :—Banagher Divis.
" . . .	Tullamore,* . . .	" Birr Division.
" . . .	—	" Fermagh Division.
" . . .	—	Roscrea No. 2.
Limerick, . . .	Limerick Co. Borough,	Croom.
" . . .	—	Glin (Listowel No. 2).
" . . .	—	Kilmallock No. 1.
" . . .	—	Limerick No. 1.
" . . .	—	Mitchelstown No. 2.
" . . .	—	Newcastle.
" . . .	—	Rathkeale.
" . . .	—	Tipperary No. 2.
Londonderry, . . .	Coleraine, . . .	Coleraine.
" . . .	Lisnagade, . . .	Lisnagade.
" . . .	Londonderry Co. Borough.	Magherafelt.
Longford, . . .	Granard, . . .	Ballymahon :—Abbeyside Dispensary.
" . . .	Longford, . . .	" Ballymahon Dispensary.
" . . .	—	Granard.
" . . .	—	Longford :—Drumlish Division.
" . . .	—	" Killashoe Division.
" . . .	—	" Longford Division.

\* In this case the provisions of the Act were not enforced.



## (a.) PLACES in which SCHOOL ATTENDANCE COMMITTEES existed on 31st December, 1908—continued.

County.	Name of Urban District.	Name of Rural District.
Louth, . . .	Drogheda, . . .	Ardee No. 1.
" . . .	Dundalk. . .	Dundalk.
" . . .	—	Louth (Drogheda No. 1).
Monaghan, . . .	Clones, . . .	—
Queen's, . . .	Mountmellick, . . .	—
Tipperary, . . .	Carrick-on-Suir, . . .	Birr No. 2.
" . . .	Cashel, . . .	Borrisokane.
" . . .	Clonmel, . . .	Nenagh.
" . . .	Nenagh, . . .	Roscrea No. 1.
" . . .	Templemore, . . .	Slievardagh.
" . . .	Thurles, . . .	Thurles.
" . . .	Tipperary, . . .	Cashel :—Cashel Division.
" . . .	—	" Fethard Division.
" . . .	—	" Killenaule Division.
" . . .	—	" Kilpatrick Division.
Tyrone, . . .	Aughnacloy, . . .	Clogher :—Aughnacloy Dispensary District
" . . .	Cookstown, . . .	" Ballygawley Dispensary District.
" . . .	Omagh, . . .	" Clogher Dispensary District.
" . . .	Strabane, . . .	" Fivemiletown Dispensary District.
" . . .	—	Cookstown.
" . . .	—	Dungannon :—No. 1. Division.
" . . .	—	" No. 2 Division.
" . . .	—	Strabane No. 1 :—Plambridge Division.
" . . .	—	" Newtownstewart Division.
" . . .	—	" Dunamanagh Division.
Waterford, . . .	Dungarvan, . . .	—
" . . .	Lismore, . . .	—
" . . .	Waterford Co. Borough	—
Westmeath, . . .	Athlone, . . .	—
Wexford, . . .	Enniscorthy, . . .	Enniscorthy.
" . . .	Gorey, . . .	—
" . . .	New Ross, . . .	New Ross.
" . . .	Wexford, . . .	—
Wicklow, . . .	Bray, . . .	Baltinglass No. 1 :—Dunlavin Division.
" . . .	Wicklow, . . .	Naas No. 2.
" . . .	—	Rathdown No. 2.
" . . .	—	Rathdrum—Newcastle Dispensary.

(b.) URBAN AREAS in which SCHOOL ATTENDANCE COMMITTEES existed on 31st December, 1908, together with the Percentage of the Average Daily Attendance of Pupils to the Average No. of Pupils on Rolls.

Name of Urban Area.	Percentage of Average Daily Attendance of Pupils to Average No. of Pupils on Rolls.	Name of Urban Area.	Percentage of Average Daily Attendance of Pupils to Average No. of Pupils on Rolls.
Carlow, . . . . .	86.0	Pembroke, . . . . .	74.0
Holywood, co. Down, . . . . .	80.2	Linnavady, . . . . .	73.9
Dalkey, . . . . .	79.7	Nenagh, . . . . .	73.9
Banbridge, . . . . .	79.3	Downpatrick, . . . . .	73.8
Birr, . . . . .	79.2	Ballinasloe, . . . . .	73.6
Donaghadee, . . . . .	78.9	Rathfriland and Rathgar, . . . . .	73.6
Carrick-on-Suir, . . . . .	78.8	Clones, . . . . .	73.6
Kingstown, . . . . .	78.3	Newtownards, . . . . .	73.3
Queensdown, . . . . .	78.2	Wexford, . . . . .	73.3
Carrickfergus, . . . . .	78.1	Dungarvan, . . . . .	72.9
Londonderry, . . . . .	77.7	Omagh, . . . . .	72.8
Bangor, . . . . .	77.7	Lurgan, . . . . .	72.6
Lismore, . . . . .	77.6	Longford, . . . . .	72.6
Dundalk, . . . . .	77.5	Tullamore, . . . . .	72.6
Mountmellick, . . . . .	77.4	Clonmel, . . . . .	72.5
Athlone, . . . . .	77.4	Warrenpoint, . . . . .	72.4
Newbridge, . . . . .	77.4	Portadown, . . . . .	72.3
Drogheda, . . . . .	77.2	Granard, . . . . .	72.0
Aughnacloy, . . . . .	76.9	Dromore, . . . . .	71.9
Blackrock, . . . . .	76.7	Limerick, . . . . .	71.8
Cashel, . . . . .	76.7	Galway, . . . . .	71.7
Ballymena, . . . . .	76.7	Belturbet, . . . . .	71.7
Larne, . . . . .	76.3	Cootehill, . . . . .	71.7
Cookstown, . . . . .	76.2	New Ross, . . . . .	71.2
Kilkenny, . . . . .	76.0	Newcastle co. Down, . . . . .	71.0
Lisburn, . . . . .	75.9	Gorey, . . . . .	70.8
Killiney and Ballybrack, . . . . .	75.9	Waterford, . . . . .	70.6
Templemore, . . . . .	75.7	Tandragee, . . . . .	70.6
Naas, . . . . .	75.7	Tipperary, . . . . .	70.2
Coleraine, . . . . .	75.7	Kinsale, . . . . .	70.0
Midleton, . . . . .	75.7	Cork, . . . . .	70.0
Tullow, . . . . .	75.7	Renniscorthy, . . . . .	69.4
Killarney, . . . . .	75.6	Fermoy, . . . . .	69.3
Kilrush, . . . . .	75.1	Ballyshannon, . . . . .	69.1
Dublin, . . . . .	75.1	Bray, . . . . .	68.8
Thurles, . . . . .	75.0	Newry, . . . . .	68.6
Clonsilla, . . . . .	74.9	Ennis, . . . . .	68.6
Portrush, . . . . .	74.7	Wicklow, . . . . .	68.4
Strabane, . . . . .	74.6	Enniskillen, . . . . .	68.2
Ballymoney, . . . . .	74.3	Athy, . . . . .	66.0
Letterkenny, . . . . .	74.2	Cavan, . . . . .	65.4
Belfast, . . . . .	74.0	Trillick, . . . . .	65.3

(c.) RURAL DISTRICTS in which SCHOOL ATTENDANCE COMMITTEES existed on the 31st December, 1908, together with the Percentage of the Average Daily Attendance of Pupils to the Average No. of Pupils on Rolls.

Name of Rural District.	Percentage of Average Daily Attendance of Pupils to Average No. of Pupils on Rolls.	Name of Rural District.	Percentage of Average Daily Attendance of Pupils to Average No. of Pupils on Rolls.
Newtownards, . . . . .	78.3	Tipperary No. 2, . . . . .	69.9
Celbridge No. 2, . . . . .	77.9	Irvinestown, . . . . .	69.8
Carlow, . . . . .	77.5	Londonderry No. 2, . . . . .	69.7
North Dublin, . . . . .	76.7	Dungannon, . . . . .	69.7
Rathdown No. 1, . . . . .	76.7	Borrisokane, . . . . .	69.4
Balrothery, . . . . .	76.4	Newry No. 2, . . . . .	69.3
Kilmallock No. 1, . . . . .	75.9	Corofin, . . . . .	69.3
Naas No. 2, . . . . .	75.4	Lurgan, . . . . .	69.3
Ballymena, . . . . .	74.6	Rathkeale, . . . . .	69.2
Castlecumber, . . . . .	74.5	Dundalk, . . . . .	69.1
Belfast, . . . . .	74.4	Banbridge, . . . . .	69.0
Moir, . . . . .	74.0	Glin, . . . . .	68.8
Dingle, . . . . .	74.0	Cashel, . . . . .	68.8
Drogheda No. 1, . . . . .	74.0	Tandragee, . . . . .	68.8
Antrim, . . . . .	73.5	New Ross No. 1, . . . . .	68.6
Castlereagh, . . . . .	73.2	Ballycastle, . . . . .	68.4
Larne, . . . . .	72.7	Nenagh, . . . . .	68.2
South Dublin, . . . . .	72.6	Kenmare, . . . . .	68.1
Lisburn, . . . . .	72.6	Cookstown, . . . . .	68.1
Edenderry No. 2, . . . . .	72.5	Lisnaskea, . . . . .	68.0
Roscrea No. 2, . . . . .	72.4	Roscrea No. 1, . . . . .	67.9
Slievardagh, . . . . .	72.2	Trillick, . . . . .	67.6
Killarny, . . . . .	72.2	Aghalee, . . . . .	67.5
Naas No. 1, . . . . .	72.1	Enniscorthy, . . . . .	67.2
Hillsborough, . . . . .	72.0	Strabane No. 1, . . . . .	67.1
Ballymahon, . . . . .	72.0	Strabane No. 2, . . . . .	67.1
Rathdown No. 2, . . . . .	71.8	Clifden, . . . . .	66.8
Croom, . . . . .	71.7	Enniskillen, . . . . .	66.5
Celbridge No. 1, . . . . .	71.6	Athy, . . . . .	66.3
Caherciveen, . . . . .	71.5	Longford, . . . . .	66.5
Birr No. 1, . . . . .	71.2	Clogher, . . . . .	66.4
Downpatrick, . . . . .	71.0	Kilrush, . . . . .	66.2
Killadyserf, . . . . .	71.0	Granard, . . . . .	65.9
Mitchelstown No. 2, . . . . .	70.9	Magherafelt, . . . . .	65.7
Thurles, . . . . .	70.8	Tuam, . . . . .	65.6
Armagh, . . . . .	70.8	Listowel No. 1, . . . . .	65.4
Birr No. 2, . . . . .	70.8	Rathfriland—Newcastle Disp., . . . . .	65.4
Limerick No. 1, . . . . .	70.7	Limerick, . . . . .	65.2
Coleraine, . . . . .	70.5	Newry No. 1, . . . . .	64.5
Newcastle co. Limerick, . . . . .	70.2	Loughrea, . . . . .	63.8
Ardee, . . . . .	70.2	Ballinglass No. 3, . . . . .	63.4
Ballymoney, . . . . .	70.1	Dunfanaghy, . . . . .	61.7
Kilkeel, . . . . .	70.0	Oughterard, . . . . .	61.0
Ballinglass (1) Dunlavin Div., . . . . .	69.9		

(d.) URBAN AREAS in which SCHOOL ATTENDANCE COMMITTEES did not exist on the 31st December, 1908, together with the Percentage of the Average Daily Attendance of Pupils to the Average No. of Pupils on Rolls.

Name of Urban Area.	Percentage of Average Daily Attendance of Pupils to Average No. of Pupils on Rolls.	Name of Urban Area.	Percentage of Average Daily Attendance of Pupils to Average No. of Pupils on Rolls.
Bageralstown . . . .	86.0	Bantry, . . . .	73.8
Keady, . . . .	79.3	Ballyclare, . . . .	73.8
Roscommon, . . . .	79.2	Castlebar, . . . .	73.4
Carrickmacross, . . . .	79.1	Ballybay, . . . .	72.9
Fethard, . . . .	78.0	Navan, . . . .	72.7
Armagh, . . . .	78.3	Bandon, . . . .	72.6
Monaghan, . . . .	78.6	Castleblayney, . . . .	72.6
Kells, . . . .	77.9	Westport, . . . .	72.3
Trim, . . . .	77.6	Loughrea, . . . .	72.0
Newcastle, co. Limerick, . . . .	76.6	Maryborough, . . . .	71.6
Callan, . . . .	76.6	Scribbereen, . . . .	71.4
Dungannon, . . . .	75.8	Edenderry, . . . .	71.4
Gilford, . . . .	75.3	Mallow, . . . .	71.2
Antrim, . . . .	75.1	Tuam, . . . .	71.0
Youghal, . . . .	75.0	Listowel, . . . .	70.8
Boyle, . . . .	74.8	Ardee, . . . .	70.8
Sligo, . . . .	74.6	Rathkeale, . . . .	70.3
Balbriggan, . . . .	74.6	Arklow, . . . .	69.5
Mullingar, . . . .	74.6	Kilkeel, . . . .	69.2
Macroom, . . . .	74.0	Ballina, . . . .	64.6

(c.) RURAL DISTRICTS in which SCHOOL ATTENDANCE COMMITTEES did not exist on the 31st December, 1906, together with the Percentage of the Average Daily Attendance of Pupils to the Average No. of Pupils on Rolls.

Name of Rural District.	Percentage of Average Daily Attendance of Pupils to Average No. of Pupils on Rolls.	Name of Rural District.	Percentage of Average Daily Attendance of Pupils to Average No. of Pupils on Rolls.
Kilbeggan, . . . .	76.9	Drogheda No. 2, . . . .	70.1
Edenderry No. 3, . . . .	74.2	Dungarvan, . . . .	69.8
Youghal, . . . .	74.0	Clonegownan, . . . .	69.8
Dunshaughlin, . . . .	73.9	Kinsale, . . . .	69.6
Youghal (2), . . . .	73.7	Bantry, . . . .	69.5
Castletown, . . . .	73.6	Clonmel No. 2, . . . .	69.4
Lismore, . . . .	73.4	Waterford No. 2, . . . .	69.3
Mullingar, . . . .	73.3	Uringford No. 1, . . . .	69.2
Cork, . . . .	72.7	Trim, . . . .	69.1
Skull, . . . .	72.5	Waterford No. 1, . . . .	69.0
Fermoy, . . . .	72.5	Baltinglass No. 2, . . . .	69.0
Slievemargy, . . . .	72.2	Dummanway, . . . .	68.8
Carrick-on-Suir No. 2, . . . .	72.0	Ardee No. 2, . . . .	68.3
Delvin, . . . .	72.0	Millstreet, . . . .	68.1
Charleville (including the town of Charleville), . . . .	71.9	Tullamore, . . . .	68.1
Kilkenny, . . . .	71.9	Cool, . . . .	68.1
Limerick (2), . . . .	71.9	Wexford, . . . .	68.0
Skibbereen, . . . .	71.7	Carrick-on-Suir No. 1, . . . .	67.9
Ballymore, . . . .	71.7	Athlone, . . . .	67.9
Midleton, . . . .	71.6	Baltinglass No. 1, . . . .	67.5
Callan, . . . .	71.6	(excluding Dunlavin Div.), . . . .	67.5
Carrick-on-Suir No. 3, . . . .	71.3	Abbeyleix, . . . .	67.5
Clogheen (including the town of Caher), . . . .	71.3	Kanturk, . . . .	67.4
Oldcastle, . . . .	71.3	Tulla, . . . .	67.4
Mallow, . . . .	71.2	Kilmaethomas, . . . .	67.0
Clonakilty, . . . .	71.2	Macroom, . . . .	67.0
Clonmel, . . . .	71.0	Ennis, . . . .	67.0
Tipperary No. 1, . . . .	71.0	Trillick, . . . .	66.8
Navan, . . . .	70.9	Crossmaglen, . . . .	66.7
Thomastown, . . . .	70.7	Scariff, . . . .	66.6
Athy No. 2, . . . .	70.6		
Idrone, . . . .	70.5		
Bandon, . . . .	70.2		

(e.) RURAL DISTRICTS in which SCHOOL ATTENDANCE COMMITTEES did not exist on the 31st December, 1908, together with the Percentage of the Average Daily Attendance of Pupils to the Average No. of Pupils on Rolls—*continued*.

Name of Rural District.	Percentage of Average Daily Attendance of Pupils to Average No. of Pupils on Rolls.	Name of Rural District.	Percentage of Average Daily Attendance of Pupils to Average No. of Pupils on Rolls.
Gortnahoe, . . . .	66.4	Bailieborough, . . . .	63.9
Edenderry, No. 1, . . . .	66.3	Ida, . . . .	63.8
Mountmellick, . . . .	66.2	Claremorris, . . . .	63.8
Ballyvaughan, . . . .	66.2	Cavan, . . . .	63.8
Ennistymon, . . . .	65.8	Boyle, . . . .	63.7
Gort, . . . .	65.7	Cootehill No. 2, . . . .	63.6
Oldcastle No. 2, . . . .	65.7	Ballinrobe, . . . .	63.6
Sligo, . . . .	65.6	Castleroa, . . . .	63.1
Kells, . . . .	65.4	Carrick-on-Shannon No. 2, . . . .	62.6
Glenties, . . . .	65.3	Glennamaddy, . . . .	62.5
Castlederg, . . . .	65.2	Castleblayney, . . . .	62.5
Portumna, . . . .	65.1	Mohill, . . . .	62.4
Londonderry No. 1, . . . .	65.1	Roscommon, . . . .	62.2
Carrickmacross,† . . . .	64.9	Galway, . . . .	62.1
Roscrea No. 3, . . . .	64.8	Killala, . . . .	62.0
Athlone No. 2, . . . .	64.8	Westport, . . . .	61.9
Monaghan, . . . .	64.8	Manorhamilton, . . . .	61.9
Omagh, . . . .	64.7	Mountbellew, . . . .	61.7
Inishowen, . . . .	64.4	Cootehill No. 1, . . . .	61.5
Rathdrum (excluding New- castle Dispensary), . . . .	64.4	Ballinasloe No. 1, . . . .	61.3
Clones No. 2, . . . .	64.3	Belleek, . . . .	61.1
Mitchelstown (including the town of Mitchelstown), . . . .	64.3	Mullaghoreen (Granard No. 2) . . . .	60.8
Bawnboy, . . . .	64.2	Letterkenny, . . . .	60.8
Carrick-on-Shannon No. 1, . . . .	64.1	Ebniskillen No. 2, . . . .	60.6
Strokestown, . . . .	64.1	Belmullet, . . . .	60.4
Stranorlar, . . . .	64.0	Milford, . . . .	60.4
Clones No. 1, . . . .	64.0	Swinesford, . . . .	60.3
Gorey, . . . .	64.0	Boyle No. 2, . . . .	60.2
		Kinlough, . . . .	59.9
		Ballinamore, . . . .	59.4
		Castlebar, . . . .	59.3
		Dromore West, . . . .	59.2
		Ballina, . . . .	58.2
		Ballinasloe No. 2, . . . .	55.5

TABLE showing, according to Provinces and Counties, the number 1906, of 2,575 Schools which were attended

PROVINCES AND COUNTIES.	Total No. of Schools attended by both R.C. and Prot. Papists.	SCHOOLS UNDER ROMAN CATHOLIC TEACHERS.							SCHOOLS UNDER	
		No. of Schools.	Pupils on the Rolls on 31st December, 1908.						No. of Schools.	Pupils
			R.C.	R.G.	Prot.	Meth.	Others.	Total.		
ULSTER.										
Antrim, . . . .	219	56	3,246	188	254	7	—	3,695	159	577
Armagh, . . . .	85	36	2,615	88	61	3	5	2,772	48	242
Cavan, . . . . .	94	77	4,094	261	21	15	—	4,391	15	80
Donegal, . . . .	193	119	7,896	390	239	16	3	8,573	72	589
Down, . . . . .	170	56	3,590	146	188	6	14	3,944	116	547
Fermanagh, . . .	100	53	2,683	348	14	45	14	3,103	44	307
Londonderry, . .	135	51	2,792	129	276	10	7	3,214	80	533
Monaghan, . . .	77	40	3,256	122	110	—	—	3,488	27	141
Tyrone, . . . . .	194	101	5,146	411	289	51	4	5,901	90	688
Total, . . . . .	1,270	508	36,317	2,092	1,472	153	47	39,081	651	3,730
MUNSTER.										
Clare, . . . . .	33	33	3,476	88	2	—	1	3,567	—	—
Cork, . . . . .	181	172	14,519	434	16	7	7	14,983	6	16
Kerry, . . . . .	81	78	8,333	218	13	—	5	8,769	3	18
Limerick, . . . .	61	54	3,788	107	10	22	2	3,929	5	16
Tipperary, . . .	80	72	5,209	173	13	—	3	5,398	7	25
Waterford, . . .	22	19	1,813	33	1	—	—	1,847	3	8
Total, . . . . .	458	428	37,338	1,053	55	20	18	38,403	24	83
LEINSTER.										
Carlow, . . . . .	24	20	1,715	48	1	—	4	1,768	4	15
Dublin, . . . . .	83	44	6,275	120	13	—	—	6,417	31	116
Kildare, . . . . .	34	32	2,896	70	10	—	6	2,988	2	7
Kilkenny, . . . .	48	45	2,784	105	1	—	—	2,890	2	5
King's, . . . . .	48	46	2,807	195	9	4	1	3,016	2	9
Longford, . . . .	32	29	2,604	80	2	4	2	2,692	3	19
Louth, . . . . .	87	34	2,785	76	23	—	—	2,834	3	14
Meath, . . . . .	50	46	3,020	188	—	—	3	3,161	1	2
Queen's, . . . . .	38	36	2,598	111	20	—	—	2,729	2	2
Westmeath, . . .	44	43	3,568	105	4	—	—	3,677	1	1
Wexford, . . . . .	50	44	3,124	161	1	—	1	3,287	6	21
Wicklow, . . . . .	37	33	2,113	110	0	3	4	2,230	4	33
Total, . . . . .	525	452	35,239	1,334	90	11	21	36,695	61	264
CONNAUGHT.										
Galway, . . . . .	71	70	6,253	174	12	3	2	6,442	1	1
Leitrim, . . . . .	60	59	3,862	180	8	6	2	4,067	1	12
Mayo, . . . . .	73	71	6,330	196	26	—	4	6,556	2	10
Roscommon, . . .	44	41	3,243	144	12	—	—	3,399	3	28
Sligo, . . . . .	68	65	4,107	181	6	—	—	4,294	3	10
Total, . . . . .	316	300	23,795	884	64	7	8	24,758	10	61
GROSS TOTAL, . .	2,575	1,784	131,089	5,303	1,081	200	04	139,027	746	4,068

of Pupils of each Denomination on the Rolls on the 31st December,  
by both ROMAN CATHOLIC and PROTESTANT PUPILS.

PROTESTANT TEACHERS.					SCHOOLS UNDER ROMAN CATHOLIC AND PROTESTANT TEACHERS.							PROVIDERS AND COUNTIES.
on the Rolls on 31st December, 1903.					No. of Schools.	Pupils on the Rolls on 31st December, 1903.						
E.C.	Pres.	Meth.	Others.	Total.		R.C.	E.C.	Pres.	Meth.	Others.	Total.	
ULSTER.												
4,647	9,263	559	419	15,465	4	253	394	406	45	194	1,292	Antrim.
1,563	1,246	187	103	3,341	1	31	17	27	-	-	75	Armagh.
465	74	28	10	663	2	96	14	53	3	-	166	Cavan.
965	1,317	122	14	3,007	2	93	11	60	-	-	159	Donegal.
3,638	5,486	393	359	10,423	7	302	100	136	9	5	614	Down.
1,649	105	223	15	2,290	3	85	116	-	13	2	216	Fermanagh.
1,467	2,736	45	111	4,892	4	116	38	47	-	-	201	Londonderry.
523	888	6	12	1,270	1	39	30	-	-	-	69	Monaghan.
1,968	1,843	176	93	4,768	3	181	70	100	-	-	351	Tyrone.
16,885	22,658	1,739	1,136	46,128	27	1,190	845	831	70	201	3,143	Total.
MUNSTER.												
-	-	-	-	-	-	-	-	-	-	-	-	Clare.
249	3	36	-	304	3	181	75	11	15	15	297	Cork.
100	6	-	-	124	-	-	-	-	-	-	-	Kerry.
119	8	12	18	173	2	4	80	18	8	17	127	Limerick.
140	2	22	3	192	1	18	38	1	3	1	61	Tipperary.
89	13	23	8	141	-	-	-	-	-	-	-	Waterford.
697	32	93	29	934	6	203	193	30	26	33	485	Total.
LEINSTER.												
94	2	-	-	111	-	-	-	-	-	-	-	Carlow.
2,377	193	114	349	3,149	8	1,704	175	20	8	9	1,916	Dublin.
44	7	-	1	59	-	-	-	-	-	-	-	Kildare.
53	4	-	-	62	1	55	7	-	-	-	62	Kilkenny.
46	4	-	-	59	-	-	-	-	-	-	-	King's.
126	2	8	2	157	-	-	-	-	-	-	-	Longford.
50	15	2	-	81	-	-	-	-	-	-	-	Louth.
26	2	-	-	30	3	241	46	-	-	-	287	Meath.
45	2	-	-	49	-	-	-	-	-	-	-	Queen's.
93	9	10	4	117	-	-	-	-	-	-	-	Westmeath.
237	17	12	2	289	-	-	-	-	-	-	-	Wexford.
169	1	1	4	198	-	-	-	-	-	-	-	Wicklow.
3,350	258	147	302	4,301	12	2,000	228	20	8	9	2,265	Total.
CONNAUGHT.												
22	5	1	-	29	-	-	-	-	-	-	-	Galway.
34	6	1	-	53	-	-	-	-	-	-	-	Leitrim.
43	7	-	-	60	-	-	-	-	-	-	-	Mayo.
45	17	1	7	98	-	-	-	-	-	-	-	Roscommon.
76	-	-	-	86	-	-	-	-	-	-	-	Sligo.
220	35	3	7	326	-	-	-	-	-	-	-	Total.
21,152	22,983	1,982	1,534	51,749	45	3,399	1,866	881	104	243	5,893	GROSS TOTAL.



TABLE showing, according to Provinces and Counties, the number of Pupils on the Rolls on 31st December, 1908, of 5,884 Schools attended solely by Pupils of one Denomination.

PROVINCES AND COUNTIES.	Total Number of Schools.	Schools under Roman Catholic Teachers.		Schools under Protestant Teachers.						
		Number of Schools.	No. of Pupils, all R.C.	No. of Schools.	No. of Pupils—all Protestants.					
					R.C.	Pres.	Meth.	Others.	Total.	
ULSTER.										
Antrim, . . . . .	408	69	13,580	367	14,848	24,715	2,854	1,034	44,051	
Armagh, . . . . .	180	69	6,443	111	5,357	2,222	078	213	8,470	
Cavan, . . . . .	171	122	7,683	40	1,539	368	82	16	2,005	
Donegal, . . . . .	240	184	12,825	56	1,310	941	155	8	2,414	
Down, . . . . .	321	69	7,005	252	8,444	15,696	1,480	1,608	27,327	
Fermanagh, . . . . .	77	40	2,224	37	1,386	80	199	24	1,689	
Londonderry, . . . . .	154	58	6,435	96	2,041	4,271	181	309	7,002	
Monaghan, . . . . .	104	67	5,264	37	839	823	73	10	1,745	
Tyrone, . . . . .	164	72	5,690	92	2,885	1,092	173	112	4,162	
Total, . . . . .	1,877	780	67,808	1,097	39,549	51,108	5,884	3,924	100,485	
MUNSTER.										
Clare, . . . . .	227	220	15,503	7	118	55	—	—	173	
Cork, . . . . .	536	467	42,123	69	2,354	106	191	100	2,751	
Kerry, . . . . .	281	269	21,511	12	399	15	25	2	351	
Limerick, . . . . .	197	190	17,864	7	242	3	26	5	275	
Tipperary, . . . . .	241	221	17,540	20	493	22	20	8	553	
Waterford, . . . . .	118	110	9,305	8	213	20	8	21	262	
Total, . . . . .	1,600	1,477	123,906	123	3,729	221	279	136	4,365	
LEINSTER.										
Carlow, . . . . .	57	44	2,400	13	439	5	5	7	476	
Dublin, . . . . .	248	174	57,070	74	4,414	425	254	406	5,499	
Kildare, . . . . .	70	54	4,415	16	382	28	11	4	425	
Kilkenny, . . . . .	124	118	8,080	6	196	13	—	13	222	
King's, . . . . .	74	62	4,935	12	372	14	3	1	390	
Longford, . . . . .	76	65	4,238	11	360	17	14	10	347	
Louth, . . . . .	76	65	6,009	11	337	124	20	13	514	
Meath, . . . . .	109	95	6,161	14	266	23	3	3	325	
Queen's, . . . . .	79	60	4,256	19	611	28	22	7	688	
Westmeath, . . . . .	67	63	5,005	14	336	15	0	4	364	
Wexford, . . . . .	126	108	8,985	20	596	10	8	7	621	
Wicklow, . . . . .	92	87	4,824	35	1,207	63	70	24	1,399	
Total, . . . . .	1,228	983	98,584	245	6,532	755	425	499	11,211	
CONNAUGHT.										
Galway, . . . . .	345	330	20,653	9	227	26	9	—	262	
Letterkenny, . . . . .	140	113	6,724	27	726	25	52	—	803	
Mayo, . . . . .	340	335	27,544	14	306	49	7	—	362	
Roscommon, . . . . .	199	194	13,649	5	125	5	—	6	136	
Sligo, . . . . .	146	120	8,457	20	660	162	43	5	810	
Total, . . . . .	1,179	1,098	83,027	81	2,044	267	111	11	2,373	
GROSS TOTAL, . . . . .	5,884	4,358	373,325	1,546	54,854	52,291	6,699	4,570	118,414	

There are also schools with unshared attendances which cannot be brought under the headings in this table, viz. :—Ballymena Model B (Antrim), and Newtown Stewart Model G (Tyrone), with only Protestant pupils on the rolls, but with both Protestant and R.C. teachers; two schools, one in Dublin and the other in Cork, with exclusively Jewish attendances, but under R.C. and Protestant, and R.C. teachers, respectively; Donegal P.L.U. School and Larne P.L.U. school, both with only R.C. pupils under Protestant teachers; Ballymoney P.L.U. school and Limavady P.L.U. school, with only Protestant pupils on the rolls, but both under R.C. teachers.

LIST OF NINETEEN-SIX SCHOOLS, situated on Islands with Pupils on Rolls on 31st December, 1908, and the average daily attendance for the year 1908.

County.	Roll No.	Name of Island School.	Name of Island on which situated.	Number of pupils on Rolls on last day of year.	Average daily attendance.
Antrim, .	9372	Rathlin Island, .	Rathlin, . . .	41	22
Donegal, .	4739	Gola Island, . . .	Gola, . . . . .	40	30
Do., .	5104	Tory Island, . . .	Tory, . . . . .	60	38
Do., .	5273	Owey Island, . . .	Owey, . . . . .	34	26
Do., .	5466	Rutland Island, .	Rutland, . . . .	21	16
Do., .	5899	Inishfree Island, .	Inishfree, . . . .	52	37
Do., .	6571	Aranmore (1) Island,	Arran, . . . . .	166	94
Do., .	9794	Innishkeeragh Island	Innishkeeragh, .	38	26
Do., .	9990	Inch Island, . . .	Inch, . . . . .	81	60
Do., .	10371	Cruit Island, . . .	Cruit, . . . . .	60	37
Do., .	11342	Aranmore (2) Island,	Arran, . . . . .	158	99
Do., .	13302	Innismean Island, .	Innismean, . . . .	14	11
Do., .	15003	Innisboffin Island, .	Innisboffin, . . .	49	29
Do., .	15493	Inishtrahull Island,	Inishtrahull, . .	16	11
Do., .	15727	Inishcirrer Island, .	Inishcirrer, . . .	20	14
Do., .	15813	Carriekfin Island, .	Carriekfin, . . .	27	12
Fermanagh,	7832	Gubb Island, . . .	Gubb, . . . . .	32	21
Do., .	8002	Drumnaghishan Is.	Bea, Lough Erne, .	34	22
Do., .	11257	Innisrooske Island,	Innisrooske, . . .	27	10
Clare, .	6649	Coney Island, . . .	Coney, . . . . .	10	10
do., .	12018	Low Island, . . .	Low, . . . . .	14	10
Do., .	14213	Scattery Island, .	Scattery, . . . .	23	20
Do., .	15470	Islandmore, . . .	Islandmore, . . .	13	12
Do., .	15742	Horse Island, . . .	Horse, . . . . .	18	13
Cork, .	2281	Reengarogue, . . .	Reengarogue, . . .	20	25
Do., .	3195	Haulbowline Island,	Haulbowline, . . .	79	73
Do., .	5868	Long Island, . . .	Long, . . . . .	35	30
Do., .	7452	Laurence Cove Boys,	Bea, . . . . .	48	41
Do., .	7453	Do., G.	Do., . . . . .	47	37
Do., .	7454	Ballinskilla, . . .	Do., . . . . .	107	88
Do., .	8918	Spikes Island, . . .	Spike, . . . . .	19	18
Do., .	13082	Whiddy Island, . .	Whiddy, . . . . .	33	24
Do., .	13188	Dursey Island, . . .	Dursey, . . . . .	55	47
Do., .	14065	Sherkin Island, . .	Sherkin, . . . . .	55	41
Do., .	14303	Cape Clear Boys, . .	Clear, . . . . .	42	46
Do., .	14311	Do. Girls, . . . .	Do., . . . . .	48	44
Do., .	15274	Hare Island, . . .	Hare, . . . . .	08	57

County.	Roll No.	Name of Island School.	Name of Island on which situated	Number of pupils on Roll on last day of year.	Average daily attendance.
Kerry,	7887	Knightstown, Boys,	Valencia, . . .	75	59
Do.,	7888	Do., Girls,	Do., . . .	68	50
Do.,	9337	Blasket Island, .	Blasket, . . .	50	44
Do.,	10721	Corobeg, . . .	Valencia, . . .	61	45
Do.,	10819	Ballyhearney, Boys,	Do., . . .	41	31
Do.,	10820	Do., Girls,	Do., . . .	64	44
Westmeath,	15868	Inchmore Island, .	Inchmore, . . .	18	15
Galway,	11938	Inishnee Island, .	Inishnee, . . .	52	38
Do.,	12339	Inishmaine, . . .	Inishmaine, . . .	74	51
Do.,	12340	Killcany, . . .	Arranmore, . . .	86	47
Do.,	12342	Onaght, . . .	Do., . . .	79	61
Do.,	12367	Omey Island, . .	Omey, . . .	22	14
Do.,	12641	Annaghvane Island,	Annaghvane, . .	30	20
Do.,	12826	Innishbarra Island,	Innishbarra, . .	42	26
Do.,	12854	Inishmacastreer, .	Inishmacastreer,	23	13
			Lough Corrib, .	—	—
Do.,	13030	Illaneeragh Island, .	Illaneeragh, . .	25	14
Do.,	13146	Mynish Island, . .	Mynish, . . .	60	37
Do.,	13322	Innishear, . . .	Innishear, . . .	101	76
Do.,	13416	Lettermullen Island,	Lettermullen, . .	125	81
Do.,	13526	Tiernee, . . .	Gorumna, . . .	84	49
Do.,	13528	Drim, . . .	Do., . . .	84	52
Do.,	13609	Lettermore, . . .	Lettermore, . . .	76	47
Do.,	13927	Innisboffin Boys,	Innisboffin, . . .	62	50
Do.,	13928	Do., Girls, . . .	Do., . . .	62	54
Do.,	13952	Lettercallow, . .	Lettermore, . . .	50	20
Do.,	14128	Inishlacken Island,	Inishlacken, . .	41	23
Do.,	14445	Innishark Island, .	Innishark, . . .	44	35
Do.,	14498	Dynish Island, . .	Dynish, . . .	20	12
Do.,	14532	Oatquarter Boys, .	Arranmore, . . .	43	33
Do.,	14659	St. Ronan's Boys, .	Do., . . .	48	39
Do.,	14660	Do., Girls, . . .	Do., . . .	98	74
Do.,	14724	Trabane Island, . .	Gorumna, . . .	68	42
Do.,	14746	Mason Island, . .	Mason, . . .	18	13
Do.,	14747	Feenish Island, . .	Feenish, . . .	27	15
Do.,	14782	Oatquarter, Girls, .	Arranmore, . . .	105	68
Do.,	15449	Innishtower, . . .	Innishtavin, . .	20	15
Do.,	15518	Knock Island, . . .	Gorumna, . . .	55	34
Do.,	15679	Tawin Island, . .	Tawin, . . .	29	21
Do.,	15845	Inishturbot, . . .	Turbot, . . .	25	18
Do.,	15846	Innisturk, . . .	Innisturk, . . .	21	14

County.	Roll No.	Name of Island School.	Name of Island on which situate.	Number of pupils on Rolls on last day of year.	Average daily attendance.
Mayo, .	2307	Slievamore, . . .	Achill, . . .	66	50
Do., .	2308	Dereena, . . .	Do., . . .	147	74
Do., .	2309	Dooga, . . .	Do., . . .	112	58
Do., .	8309	Bunnacurry, Girls, .	Do., . . .	52	27
Do., .	8547	Valley, . . .	Do., . . .	83	39
Do., .	9557	Ballsmouth Island,	Do., . . .	65	38
Do., .	10935	Saula, . . .	Do., . . .	77	36
Do., .	13130	Bunnacurry Mony, .	Do., . . .	65	36
Do., .	13174	St. Columba's, . .	Inisturk, . . .	38	24
Do., .	13177	St. Brigid's, . . .	Clare, . . .	33	24
Do., .	13311	St. Patrick's . . .	Do., . . .	52	30
Do., .	13357	Cullenmore, . . .	Cullenmore, . .	22	13
Do., .	13384	Inniskea Island S'th,	Inniskea, South .	28	21
Do., .	13409	Doonagh Boys, . .	Achill, . . .	90	57
Do., .	13410	Do., Girls, . . .	Do., . . .	95	62
Do., .	14565	Inniskea Island, N th	Inniskea, North,	45	37
Do., .	15225	Achillbeg, . . .	Achillbeg, . . .	36	24
Sligo, .	9016	Coney Island, . .	Coney, . . .	18	16
Do., .	15233	Innismurray Island,	Innismurray, . .	15	12

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**RULES AND REGULATIONS**  
**OF**  
**THE COMMISSIONERS**  
**OF**  
**NATIONAL EDUCATION**  
**IN**  
**IRELAND.**

---

**1908-9.**

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# CHANGES in the RULES and REGULATIONS of the COMMISSIONERS of NATIONAL EDUCATION.

Rules in the Code of 1907-8 which are  
modified in the Code for 1908-9.

New, or modified, Rules in the  
Code of 1908-9.

51. For appointments of principals or assistants in Model schools, candidates are invited by advertisement to submit their names \* \* \*

55. The Commissioners earnestly urge upon the managers the desirability

" \* \* \* \* "

(c.) of having a lavatory, and facilities for washing the hands and face, combing the hair, &c., where-ever possible, but especially in schools situated in the poorer localities of the country;

70. The inspectors should report to the Commissioners the result of each visit, and should furnish accurate information as to the observance of the Commissioners' rules, the sanitary condition of the schoolroom and premises, the proficiency of the pupils, and the discipline, management, and methods of instruction pursued in the school.

76. (a.) The following are eligible for appointment as principal teachers:—

\* \* \*

(3) fully certificated teachers under the English or Scotch Education Department.

(b.) The following are eligible for appointment as assistant teachers:—

(1) persons eligible for appointment as principal teachers.

76. (c.) Junior assistant mistresses \* \* \* They are provisionally recognized on passing an examination held by the inspector, but for continued recognition they must also pass a special examination at Easter in the year following the year of appointment.

51. For appointments of principals or assistants in Model schools, candidates are, as a rule, invited by advertisement to submit their names \* \* \*

55. The Commissioners earnestly urge upon the managers the desirability

\* \* \* \* \*

(c.) of having a lavatory or other facilities for washing the hands and face, combing the hair, &c., where-ever possible, but especially in schools situated in the poorer localities of the country;

70. The inspectors should report to the Commissioners the result of each visit, and should furnish accurate information as to the observance of the Commissioners' rules, the sanitary condition of the schoolroom and premises, the proficiency of the pupils, and the discipline, management, and methods of instruction pursued in the school. *Extracts from these reports are furnished directly to the teacher for his information and guidance.*

76. (a.) The following are eligible for appointment as principal teachers:—

\* \* \*

(3) trained certificated teachers under the English or Scotch Education Department.

(b.) The following are eligible for appointment as assistant teachers:—

(1) Persons eligible for appointment as principal teachers and certificated teachers under the English or Scotch Education Department.

76. (c.) Junior assistant mistresses \* \* \* They are provisionally recognized on passing an examination held by the inspector, but for continued recognition they must also pass a special examination at Easter in the year following the year of appointment. *Persons who are qualified to act as assistants may be recognized as junior assistant mistresses without undergoing further examination, but, for permanent recognition as junior assistant mistresses, they must, if they are not already qualified in Kindergarten, take steps to make themselves proficient in that subject.*

Rules in the Code of 1907-8 which are modified in the Code for 1908-9.

New, or modified, Rules in the Code of 1908-9.

83. (a) The exceptional causes should be clearly stated in the manager's return for the second quarter of insufficient average attendance, and the claim for the continuance of aid should be sustained by medical or other certificates.

84. In a rural school which maintains a sufficient average attendance only during some months of the year, a manager may appoint, with the sanction of the Commissioners, a person qualified under rule 76 (a) or (b) to act as "temporary assistant," who is paid third grade salary for these months.

90. Teachers whose schools have declined in usefulness and efficiency, or who have conducted themselves improperly, may be admonished, reprimanded, fined, depressed, or dismissed.

83. (c) The exceptional causes should be clearly stated in the manager's return for each quarter of insufficient average attendance, and the claim for the continuance of aid should be sustained by medical or other certificates.

84. In a rural school which maintains a sufficient average attendance for one assistant only during some months of the year, a manager may appoint, with the sanction of the Commissioners, a person qualified under rule 76 (a) or (b) to act as "temporary assistant," who is paid third grade salary for these months.

90. (1) Teachers who have declined in efficiency, or who have conducted themselves improperly, are dealt with as the Commissioners determine.

(2) Before serious penal action is taken against a teacher he is afforded an opportunity of forwarding to the Commissioners any statement he may desire to submit in his defence.

(3) In no case is a teacher dismissed for inefficiency before he has had ample opportunity of remedying the defects in his teaching which have been reported by the inspectors.

(4) In no case is a teacher dismissed for inefficiency on the reports of a single inspector; before recognition is finally withdrawn his work is tested by means of a thorough inspection of the school as a whole, and an examination of all the standards. This inspection is conducted by one of the senior or chief inspectors, and in the presence of one of the Commissioners if they think it desirable.

(5) Should it appear necessary to dismiss a teacher for inefficiency, a formal statement of the grounds on which it is proposed to take action is furnished directly to the teacher.

Any representations or explanations which he may submit in his own behalf are carefully considered by the Commissioners before final action is taken.

94. IV. (f.) The teaching staff is required to be in attendance at the school half an hour before the time fixed on the time table for the commencement of school business in the morning \* \* \*

94. IV. (f.) The teaching staff is required to be in attendance at the school half an hour before the time fixed on the time table for the commencement of school business in the morning, and not later than 9.30 a.m., \* \* \*



Rules in the Code of 1907-8 which are modified in the Code for 1908-9.

New, or modified, Rules in the Code of 1908-9.

94. VII. . . . The school apartments, too, must be swept and dusted every evening; and whitewashed at least once a year. \* \* \* \*

94. VII. . . . The school apartments, too, must be swept and dusted every evening. \* \* \* \*

94. XV. To attend to the ventilation of the school:—immediately after entering the room in the morning; at the time of roll-call; and at frequent intervals during the day. The ventilation can best be effected by lowering, where practicable, the upper part of the windows, so as to admit a thorough passage of air through the room. *To see that the schoolroom is properly heated in winter.*

94. XV. To attend to the ventilation of the school:—immediately after entering the room in the morning at the time of roll-call; and at frequent intervals during the day. The ventilation can best be effected by lowering, where practicable, the upper part of the windows, so as to admit a thorough passage of air through the room.

95. (a.) The Commissioners, as a rule, do not correspond directly with the teachers of *National schools*.

95. (a.) The Commissioners, as a rule, do not correspond directly with the teachers, *except as provided in rules 70, 90, and 96.*

96. (a.) Should a teacher have any well-grounded cause of complaint against his manager, he may submit a statement of the case to the Inspector, who, after due inquiry, if necessary, refers it to the Commissioners for consideration.

96. Should a teacher have any well-grounded cause of complaint against the manager or the Inspector he may submit his case in writing to the Commissioners for their consideration.

(b.) *Should any teacher feel himself aggrieved by the conduct of the Inspector he can make his appeal through the manager of the school, and it will receive attention from the Commissioners.*

(c.) *If the matter of complaint should affect both the manager and the inspector, the teacher may then submit his case in writing to the Commissioners, who, if necessary, direct one of the chief Inspectors to examine into and report upon it, for their information.*

98. All monks who pass the King's scholarship examination and who also pass the test in practical teaching conducted by one of the senior inspectors, are eligible, as untrained teachers, for the position of assistant in a Monastery National school, but not in an ordinary National school.

98. All monks who are certified by the manager to be members of the Community and who pass the King's scholarship examination and also the test in practical teaching conducted by one of the senior Inspectors, are eligible, as untrained teachers, for the position of assistant in a Monastery National school, but not in an ordinary National school.

Chapter VIII. Gradation, promotion, and incomes of teachers.

Chapter VIII. Gradation, promotion, and incomes of teachers.\*

\* A sum of £114,000 has been voted recently by Parliament in augmentation of the incomes of teachers.

Rules in the Code of 1907-8 which are modified in the Code for 1908-9.

New, or modified, Rules in the Code of 1908-9.

107. The grants for teachers from the Commissioners include salaries, &c., for all work done during "school hours" as defined in rule 126, and for the extra instruction of monitors, outside of "school hours." *They also include the fees for the extra branches and for the instruction given in elementary evening schools.*

108. (d.) The following are the rates of grade salary and of continued good service salary that are awarded for work done in day National schools, exclusive of fees for extra branches and residual capitation grant.

117. 2. (d.) *these capitation rates, in addition to the residual capitation grant, include all payments from the State for work done during the ordinary school hours.*

119. (a.) The ordinary school subjects are:—English (including as sub-heads reading and spelling, writing, composition, and grammar), geography, arithmetic.

120. (2) A fee of five shillings \* \* \* \* but the fee cannot be paid \* \* \* \* and both fees cannot be claimed \* \* \* \*

(3) In order that the full fee may be earned for cookery or laundry-work in a girls' or mixed school, the inspector must certify that suitable instruction is given in hygiene. For girls' and mixed schools under two or more teachers, in which the members of the staff have received training in elementary science, a course of domestic science, including lessons on health and habits, must be included in the curriculum.

(5) Instruction must be given for at least six months in the year. Each course must consist of at least thirty lessons, and each lesson must be of not less than one and a half hours' duration. \* \* \* The fee may be reduced or withheld if the proficiency is not satisfactory.

107. The grants for teachers from the Commissioners include salaries, &c., for all work done during "school hours" as defined in rule 126, and for the extra instruction of monitors, outside of "school hours." *Special payments are made for efficient teaching in the bilingual programme, for cookery and laundry-work, for the approved extra branches, and for the instruction given in elementary evening schools.*

108. (d.) The following are the rates of grade salary and of continued good service salary that are awarded for work done in day National schools, exclusive of fees for *special and extra branches* and residual capitation grant.

117. 2. (d.) *this capitation grant, in addition to the residual capitation grant and fees for special and extra branches, includes all payments from the State for work done during the ordinary school hours.*

119. (a.) The ordinary school subjects are:—English (including as sub-heads reading and spelling, writing, composition, and grammar), geography, *history*, arithmetic.

120. (2) A grant of five shillings \* \* \* \* but the grant cannot be paid \* \* \* \* and both grants cannot be claimed \* \* \*

(3) In order that the full grant may be earned for cookery or laundry-work in a girls' or mixed school, the inspector must certify that suitable instruction is given to the pupils of the school in hygiene.\* For girls' and mixed schools, under two or more teachers, in which the members of the staff have received training in elementary science, a course of domestic science, including lessons on hygiene (health and habits), must be included in the curriculum.

\* *The full grant may be paid for a pupil learning cookery or laundry work who is enrolled in a lower standard than that in which formal lessons on hygiene are given.*

(5) Instruction must be given for at least six months in the year. Each course must consist of at least twenty-five lessons in the case of cookery and of twenty in the case of laundry, and each lesson must be of not less than one and a half hours' duration. The grant may be reduced or withheld if the proficiency is not satisfactory.

Rules in the Code of 1907-8 which are modified in the Code for 1909-9.

New, or modified, Rules in the Code of 1909-9.

(6) The fees are paid to the manager  
\* \* \*

121. A bilingual programme (Irish and English) may be sanctioned in Irish-speaking districts or in localities where Irish and English are spoken.

123. Irish and Mathematics may be taught as extra subjects outside school hours.

128. (d.) \* \* \* No arrangement can be sanctioned by which the time for the secular instruction of any pupil is reduced below  $3\frac{1}{2}$  hours daily, exclusive of the dinner time.

133. (a.) The inspector recommending the appointment of a monitor must certify that he has explained to the teacher—

2. That the monitor must be carefully instructed along with the pupils of the school or allowed to study by himself under the teacher's supervision during the remainder of the daily school time.

(b.) The Commissioners are prepared to sanction arrangements made by the managers, under which monitors of different schools may receive their extra instruction at specially fixed centres or at Intermediate schools. Such instruction may be given in different subjects by different teachers, and should not be for less time than one hour a day.

The grant is paid to the manager  
\* \* \*

121. A bilingual programme (Irish and English), which must be introduced at the beginning of the school year, may be sanctioned in Irish-speaking districts or in localities where Irish and English are spoken.

123. Irish and Mathematics may be taught as extra subjects outside the hours constituting an attendance.† For each of the sub-divisions of Mathematics a fee of 5s. per unit of the average attendance of pupils under instruction may be earned, but no fee can be paid for a pupil enrolled in a lower standard than the fifth. The general regulations for Mathematics are the same as those for Irish.

† For the present payment of fees for teaching Irish as an extra subject during ordinary school hours may be made to extra teachers employed when the recognised staff of school teachers is not qualified to give the instruction, and when there is a substantial majority of the pupils in the third and higher standards learning the subject.

128. (d.) \* \* \* Except as provided for under (f.) no arrangement can be sanctioned by which the time for the secular instruction of any pupil is reduced below  $3\frac{1}{2}$  hours daily, exclusive of the dinner time.

133. (a.) The inspector recommending the appointment of a monitor must certify that he has explained to the teacher—

(2) That, except in the case of monitors whose general education is provided for in neighbouring Intermediate schools, the monitor must be carefully instructed along with the pupils of the school or allowed to study by himself under the teacher's supervision during the remainder of the daily school time.

(b.) The Commissioners are prepared to sanction arrangements made by the managers, under which monitors of different schools may receive their extra instruction at specially fixed centres or their general and extra instruction at Intermediate schools. The extra instruction may be given in different subjects by different teachers, and should not be for less time than one hour a day.

Rules in the Code of 1907-8 which are modified in the Code for 1908-9.

New, or modified, Rules in the Code of 1908-9.

139. The candidates for mentorship  
\* \* \* Students who have passed in the junior or middle grade under the Board of Intermediate Education are eligible for appointment as monitors without undergoing further examination except in *reading, needlework (for girls)* and in any ordinary school subject in which the candidate did not pass at the Intermediate examination, should the Commissioners require it.

139. The candidates for mentorship  
\* \* \* Students who have passed in the junior and middle grade under the Board of Intermediate Education are eligible for appointment as monitors without undergoing further examination, except in any ordinary school subject in which the candidate did not pass at the Intermediate examination, should the Commissioners require it.

146. The attendance of monitors must be recorded daily on the rolls, and be included in calculating the average daily attendance of pupils.

146. The attendance of monitors who receive their general instruction in the school in which they are serving as monitors, must be recorded daily on the rolls, and be included in calculating the average daily attendance of pupils.

153. The period of service for pupil teachers is three years for those holding passes with honours in the junior grade, and two years for those holding passes with honours in the middle or senior grade.

153. The period of service for pupil teachers is three years for those who have "passed with honours" in the junior grade, and two years for those who have "passed with honours" in the middle or senior grade.

157. Note. — Rules 133 [except 133 (a) 1], 136, 137 and 148 are also applicable to pupil teachers.

157. Note. — Rules 133 [except 133 (a) 1], 136, 137, 146 and 148 are also applicable to pupil teachers.

165. (b.) The authorities of each college arrange their own terms of admission.

165. (b.) The authorities of each college arrange their own terms of admission

(c.) Before candidates are admitted—

(c.) Before candidates are admitted—

(1) the medical officer of the college must certify the state of their health to be satisfactory, and that they are free from serious bodily defect or deformity; and

(1) the medical officer of the college must certify the state of their health to be satisfactory, and that they are free from serious bodily defect or deformity; and

(2) they must sign a declaration that they honestly intend to adopt and follow the profession of teacher in any institution referred to in rule 172.

(2) they must sign a declaration that they honestly intend to adopt and follow the profession of teacher in any institution referred to in rule 172.

(3) The parent or guardian of the candidate must also sign a guarantee

Rules in the Code of 1907-8 which are modified in the Code for 1908-9.	New, or modified, Rules in the Code of 1908-9.
Schedule I. 1.	Schedule I. 1.
* * * *	* * * *
Extra instruction must be given before or after the <i>fixed</i> day <sup>s</sup> school hours.	Extra instruction must be given before or after the hours constituting an attendance, but see note to Rule 123.
Schedule I. 4.	Schedule I. 4.
PAYMENT OF FEES FOR IRISH IN COLLEGES WHERE TEACHERS ATTEND SUMMER COURSES IN THAT SUBJECT	REGULATIONS GOVERNING THE GRANTS MADE TO COLLEGES FOR THE TEACHING OF IRISH.
Schedule I. 5.	Schedule I. 5.
IRISH IN EVENING SCHOOLS.	IRISH IN EVENING SCHOOLS.
In evening schools where Irish is successfully taught book prizes may be awarded to the pupils for proficiency in that subject on the following conditions :—	In evening schools where Irish is successfully taught book prizes may be awarded to the pupils for proficiency in that subject on the following conditions :—
* * * *	* * * *
	No prizes are awarded unless the evening school has been in operation for the complete session of 70 meetings, as prescribed in rule 202.
Schedule XV.	Schedule XV.
GRANTS FOR BUILDING, FURNISHING AND IMPROVEMENT OF SCHOOL-HOUSES.	GRANTS FOR BUILDING, FURNISHING AND IMPROVEMENT OF SCHOOL-HOUSES.
1. (a.) The grants made in any case represent two-thirds of the estimated cost of erecting and furnishing vested schoolhouses and enclosing the site.	1. (a.) The following table indicates the type and design of plan to be used for schools intended to accommodate not less than 20 and not more than 240 pupils, and shows in each case the number of rooms, the floor space to be provided, and the amount of the grant. For a school intended to accommodate a larger number of pupils than 240 the applicant is required to submit a special plan for the approval of the Commissioners and the Board of Public Works, and the grant is based on an estimate
(b.) The accommodation in each case is determined by allowing 10 square feet* for each unit of the mean between the average number in daily attendance and the average number on rolls for the preceding calendar year.	
(c.) Every grant towards building schoolhouses is conditional on funds being available out of the amount provided by Parliament for the purposes of such grants.	*

Rules in the Code of 1907-8 which are modified in the Code for 1908-9.

New, or modified, Rules in the Code of 1908-9.

of the cost (including architect's fees) framed by the Board of Public Works.

Type Plan.	Design.	No. of pupils to be accommodated.	No. of Rooms.	Total area in square feet to be provided in class-rooms.	Board's Grant.
I.	1a	30	1	225	128
	1	25	1	273	186
	2	30	1	325	204
	3	35	1	387	226
	4	40	1	461	236
II.	1	45	2	449	270
	1	50	2	501	288
	2	55	2	551	300
	2	60	2	600	314
	3	65	2	650	328
	3	70	2	699	344
	4	75	2	750	350
	4	80	2	800	366
	5	85	2	850	382
	5	90	2	900	398
	6	95	2	950	414
III.	1	100	2	1,000	426
	6	105	2	1,050	442
	1	110	3	1,101	458
	1	120	3	1,201	476
	2	130	3	1,300	492
	2	140	3	1,400	508
IV.	3	150	3	1,500	524
	3	160	3	1,600	540
	1	170	4	1,700	556
	1	180	4	1,800	572
	1	190	4	1,900	588
	2	200	4	2,000	604
V.	2	210	4	2,100	620
	1	220	5	2,200	636
	1	230	5	2,300	652
	1	240	5	2,400	668

(b.) The grants in the above table represent two-thirds of the estimated cost of the erection of the main building and fuel store and the requisite furniture, but do not include grants for the enclosing of walls, the division of walls between the playgrounds, the out-offices, paths, and French drains. The cost of these items is included in a separate estimate, which will be framed by the Board of Public Works in each case.

(c.) The above grants may in exceptionally poor localities be increased, should the Commissioners, on a full consideration of the circumstances of the people of the district, be satisfied that one-third of the cost of the building cannot be contributed locally.

(d.) The accommodation in each case is determined by allowing 10 square feet\* for each unit of the mean between the average number in daily attendance and the average number on rolls for the calendar year immediately preceding that in which the grant is made, and the grants are based on this scale of accommodation.

(e.) Should, however, the Commissioners be satisfied that accommodation for the mean number between the average on the rolls and the average attendance will not be sufficient for the future educational needs of the locality to be served by the proposed school, they are prepared to approve of plans providing accommodation for a larger number, on the understanding that a supplemental building grant shall be issued should the statistics of attendance for any year within a limit of five years at the new school show that the larger building is required.

If at the expiration of five years the larger attendance anticipated shall not have been reached, the Commissioners will consider the question of issuing a supplemental grant based on the difference between the mean number on which the grant has already been sanctioned and the mean between the average on rolls and the average attendance for the last five years.

(f.) Instructions for the guidance of architects in drawing up special plans may be obtained on application to the Secretaries of the Board of National Education.

(g.) Every grant towards building schoolhouses is conditional on funds being available out of the amount provided by Parliament for the purposes of such grants.

6. (a.) The Commissioners require that in every case where a builder is employed a formal contract shall be entered into between the manager and the builder, and that one condition of the contract shall be the completion of the works in accordance with the plans and specifications approved by the Commissioners and the Board of Public Works, and to the satisfaction of the inspecting officer of that Board, within a period to be specified in the contract, and not to exceed eighteen months from the date of the receipt by the applicant of the authorization of the Board of Works for the commencement of the building. †

(d.) Grants are sanctioned on condition that the work shall be of a high-class character, and any departure from the specifications, or from this standard, entails either the taking down of the inferior work and the rebuilding of it up to standard; or, if this should be impracticable, either the rejection of the work *in toto* and the withholding of the grant, or, at least, a reduction from the grant in proportion to the departure from the specifications and the standard. This latter course is adopted only where the work, though not up to the standard, is not structurally unsound.

*Special Grants for Extra Works.*

Grants for hot water heating apparatus may be allowed to schools in large towns having a mean attendance of not less than 100 pupils.

Grants for the following extra works may be made :—

(1) For play-sheds and for concreting playgrounds in all cases in which grants are asked for by the managers and recommended by the Commissioners of National Education.

(2) For water-supply and drainage by water carriage whenever applied for, if an adequate water supply is available.

(3) For gas fittings when applied for by managers and considered necessary by the Commissioners of National Education.

(4) For sinking wells and providing pumps, provided that the Board of Public Works is satisfied that the works are necessary and that an adequate supply of water can be obtained at a reasonable expenditure.

In all cases in which special plans are considered necessary by the Commissioners grants for architects' fees and quantities surveyors' fees may be made. As a rule, special plans will be required only in the case of schools with a mean attendance of 250 children or over.

In schools under four or more teachers or in adjoining boys' and girls' schools with a combined average attendance of 100, grants are made towards the provision of a special room for the teaching of cookery and science.



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**RULES AND REGULATIONS**  
**OF**  
**THE COMMISSIONERS**  
**OF**  
**NATIONAL EDUCATION**  
**IN**  
**IRELAND.**

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**1908-9.**

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Correspondents are requested to attend to the following directions, viz. :—

(a.) To write at the head of any letter addressed to the Office, the name and roll number of the school referred to, its circuit, and the county in which it is situated.

(b.) To make communications on different subjects in separate letters.

(c.) To state in every case the writer's post town; and, in the case of persons whose names are not recorded as patrons or managers of schools, to give the name and address in full.

(d.) In replying to an official letter, to quote its number and date.

(e.) It is particularly requested that all letters may be written clearly, and on paper of foolscap size, or, at least, on large-sized letter paper.

(f.) Letters or other communications addressed to the Secretaries, on the business of the Commissioners, need not be prepaid.

(g.) All letters and other communications, in any manner relating to the business of the Commissioners, or to the National schools, should be addressed to the Secretaries, and not to any other officer or person connected with the Commissioners. Such communications should be addressed thus :—

*The Secretaries,*

*Office of National Education,*

*Marlborough-street,*

*Dublin.*

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RULES AND REGULATIONS  
OF THE  
COMMISSIONERS OF NATIONAL EDUCATION IN  
IRELAND.

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CHAPTER I.

FUNDAMENTAL PRINCIPLES OF THE SYSTEM OF  
NATIONAL EDUCATION.

1. The object of the system of National Education is to afford combined literary and moral, and separate religious instruction, to children of all persuasions, as far as possible, in the same school, upon the fundamental principle that no attempt shall be made to interfere with the peculiar religious tenets of any description of Christian pupils.

2. It is the earnest wish of His Majesty's Government, and of the Commissioners, that the clergy and laity of the different religious denominations should co-operate in conducting National schools.

3. The Commissioners themselves, or their officers, must be allowed to visit and examine the schools whenever they think fit.

4. The Commissioners do not change any fundamental rule without the express permission of His Excellency the Lord Lieutenant.

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CHAPTER II.

GENERAL RULES OF THE SYSTEM.

5. The schools aided by the Commissioners are divided into two classes, viz. :—

1st. vested schools, including :—

(a.) those vested in the Commissioners; and

(b.) those vested in trustees, under deeds to which the Commissioners are a party, for the purpose of being maintained as National schools;

2nd. non-vested schools, which include all other National schools.

Use of  
school-houses.

6. Vested school-houses must be used exclusively for the education of the pupils attending them, unless with the special approval of the Commissioners; but, on Sundays, they may be employed for Sunday schools, with the sanction of the patrons or managers, subject, in cases leading to contention or abuse, to the interference of the Commissioners.

7. In ordinary cases, no control is exercised by the Commissioners over the use of non-vested school-houses on Sundays, or before or after the school hours on the other days of the week, the control over such use being left to the patrons or managers, subject to the limitations of rule 8, and to the interference of the Commissioners in cases leading to contention or abuse.

8. No political meetings can be held in school-houses, whether vested or non-vested; nor can any political business whatsoever be transacted therein. School-houses may, by Act of Parliament, be used as polling booths for the election of members of Parliament, and for elections under the Local Government (Ireland) Act, 1898, on the requisition of the sheriff or returning officer. The Commissioners do not sanction the use of school-houses for meetings called to support or discuss the claims of candidates for the office of district or county councillor under the Local Government (Ireland) Act, 1898.

Visitors

9. Visitors of all denominations have free access to the school-rooms during the hours devoted to secular instruction, and have full liberty to examine the religious instruction certificate book, daily report book, and rolls (but they are not permitted to make extracts therefrom), to observe what books are in the hands of the children or upon the desks, what tablets are hung up on the walls, and what is the method of teaching. They should not, however, interrupt the business of the school by asking questions of the children, examining classes, calling for papers or documents of any kind, except those specified, or in any other way diverting the attention of either teachers or scholars from their usual business.

10. Should any visitor desire information which may not be obtained by such an inspection, it is the duty of the teacher to refer him to the manager of the school.

11. (a.) Every teacher is required to receive courteously visitors of all denominations, and to have lying upon his desk the school records, which visitors are permitted to examine, including the daily report book, in which they may enter such remarks as they deem fit. (b.) The remarks entered by visitors in the report book must not be altered or erased; and the inspector is required to transmit to the Commissioners copies of any remarks which he may deem of sufficient importance to be made known to them.

12. Any school attendance officer appointed under the Irish Education Act, 1892, and duly authorized by his school attendance committee, must be permitted to examine at convenient times during school hours, the rolls, daily report book, and register book of any National school, and to make such extracts therefrom, regarding the names, residences, and attendances of the pupils, and the average daily attendance at the school, as he may require for the purpose of carrying out his duties under the said Act.

13. A school cannot be conducted in a place of worship; nor can the transfer of an existing school to a place of worship be sanctioned even for a temporary period.

14. When a school-room is structurally connected in any way with a place of worship, there must not be direct internal communication between the school-room and the place of worship.

15. No inscription can be sanctioned which contains the name of any religious denomination or which appears to imply that the school is conducted for the exclusive benefit of the children of any particular religious denomination.

16. No emblems or symbols of a denominational nature can be exhibited in the school-room during the hours of united instruction; nor can aid be granted to any school which exhibits on the exterior of the buildings any such emblems. Emblems or symbols.

17. No emblems or symbols of a political nature can at any time be exhibited in the school-room or affixed to the exterior of the buildings; nor may any placards whatsoever, except such as refer to the legitimate business of the school, be affixed thereto.

18. No school can be conducted as for a select class of children, and in no school can any children be kept apart from the ordinary pupils on the ground of the payment of school fees (where chargeable), or of the social position of their parents, as the Commissioners regard any such separation of one class of pupils from the rest of the pupils as inconsistent with the spirit of National Education.

19. The principles of the following lesson, or of a lesson of a similar import (if approved by the Commissioners), should be strictly inculcated, during the time of united instruction, and a copy of the lesson itself should be hung up in each school.

Christians should endeavour, as the Apostle Paul commands them, to live peaceably with all men (Rom. ch. xii., v. 18), even with those of a different religious persuasion.

Our Saviour, Christ, commanded his disciples to love one another. He taught them to love even their enemies, to bless those that cursed them, and to pray for those who persecuted them. He Himself prayed for His murderers.

Rule 19—*continued*.

Many men hold erroneous doctrines, but we ought not to hate or persecute them. We ought to hold fast what we are convinced is the truth; but not to treat harshly those who are in error. Jesus Christ did not intend His religion to be forced on men by violent means. He would not allow His disciples to fight for Him.

If any persons treat us unkindly, we must not do the same to them; for Christ and His apostles have taught us not to return evil for evil. If we would obey Christ, we must do to others, not as they do to us, but as we would wish them to do to us.

Quarrelling with our neighbours and abusing them, is not the way to convince them that we are in the right, and they in the wrong. It is more likely to convince them that we have not a Christian spirit. We ought, by behaving gently and kindly to every one, to show ourselves followers of Christ. Who, when He was reviled, reviled not again. (1 Pet. ch. ii., v. 23).

## CHAPTER III.

## RELIGIOUS INSTRUCTION.

20. Opportunities must be afforded to the pupils of all schools for receiving such religious instruction as their parents or guardians approve.

21. Religious instruction must be so arranged (a.) that each school shall be open to children of all communions for combined literary and moral instruction; (b.) that, in respect of religious instruction, due regard shall be had to parental right and authority; and, accordingly, that no child shall receive, or be present at, any religious instruction which his parents or guardians disapprove; and (c.) that the time for giving religious instruction shall be so fixed that no child shall be thereby, in effect, excluded, directly or indirectly, from the other advantages which the school affords.

22. A public notification of the times for religious instruction must be inserted in large letters in the time table, and it is recommended that, as far as may be practicable, the general nature of the religious instruction shall be also stated therein. No other notification of the time and nature of the religious instruction may be exhibited in the school during the time set apart for literary instruction.

23. When the secular precedes the religious instruction, the teacher is required, before the commencement of the latter, to announce distinctly to the pupils that the time for religious instruction has arrived, and to put up, and keep up, during the period allotted for such religious instruction, and within the view of all the pupils, a notification thereof containing the words "Religious Instruction," printed in large characters, on the form supplied by the Commissioners. Similarly when the school commences with religious instruction, the teacher must put up and keep up the same notification.



24. When the secular precedes the religious instruction, there must be a sufficient interval between the announcement of the religious instruction and its commencement; and whether the religious or the secular instruction shall have precedence, the books used for the instruction which is first in order must at its termination be laid aside in the press or other place appropriated for keeping the school books.

25. In vested schools such pastors or other persons as shall be approved by the parents or guardians of the children, must have access to them in the school-room, for the purpose of giving them religious instruction there. The times appointed for such instruction should not interfere unduly with the other arrangements of the school.

26. In non-vested schools, the patrons or managers determine whether any, and if any, what religious instruction shall be given in the school-room; but if they do not permit it to be given in the school-room, the children whose parents or guardians so desire, must be allowed to absent themselves from the school, at reasonable times, for the purpose of receiving religious instruction elsewhere. In the case of the amalgamation of two or more schools under Protestant management, the schools so united come under rule 25, whether vested or non-vested.

27. (a.) The patrons and managers of all National schools have the right to permit the Holy Scriptures, either in the "Authorized" or "Douay" Version, to be read at the time or times set apart for religious instruction; (b.) and in all vested schools the parents or guardians of the children have the right to require the patrons and managers to afford opportunities for the reading of the Holy Scriptures, in the school-rooms, under proper persons approved by the parents or guardians for that purpose. The Holy Scriptures

28. The reading of the Holy Scriptures, either in the "Authorized" or in the "Douay" Version, the teaching of catechisms, public prayer, and all other religious exercises, come within the rules as to religious instruction.

29. (a.) Religious instruction, prayer, or other religious exercises, may take place before and after the ordinary school business (during which all children, of whatever denomination they may be, are required to attend); and may take place at one intermediate time between the commencement and the close of the ordinary school business. (b.) No arrangement, however, can be sanctioned for religious instruction, prayer, or other religious exercises at an intermediate time in cases where it shall appear that such arrangement will interfere with the usefulness of the school by preventing children of any religious denomination from availing themselves of its advantages, or by subjecting those in attendance to any inconvenience.

(c.) The secular school business must not be interrupted or suspended by any spiritual exercise whatsoever, except as provided for above.

Rule 29—*continued*.

(d.) The Commissioners earnestly recommend that religious instruction shall take place either immediately before the commencement, or immediately after the close, of the ordinary school business; and (e) they further recommend that, whenever the patron or manager thinks fit to have religious instruction at an intermediate time, a separate apartment shall (when practicable) be provided for the reception of those children who, according to these rules, should not be present thereat.

30. The religious instruction of the children given in the school-room is under the control of the clergyman or lay person communicating it with the approbation of their parents. No liberty is given to any visitor, whether clergyman or other person, to interfere therewith, or to be present thereat.

31. No secular instruction, literary or industrial, can be carried on in the same apartment, during school-hours, simultaneously with religious instruction.

32. In the Model schools the Commissioners afford the necessary opportunities for giving religious instruction to the pupils by such pastors or other persons as are approved by their parents or guardians, and in separate apartments allotted for the purpose.

33. The religious denomination of each child attending the school must be entered in the register and roll-book supplied by the Commissioners.

34. The religious denomination should be ascertained from the parent (the father, if possible) or the guardian of the pupil, and should be entered in the register according to his wish.

Conscience  
class.

35. (a.) No pupil who is registered by his or her parents or guardians as a Protestant can be permitted to remain in attendance during the time of religious instruction in case the teacher giving such instruction is a Roman Catholic; and (b.) no pupil who is registered by his or her parents or guardians as a Roman Catholic can be permitted to remain in attendance during the time of religious instruction in case the teacher giving such instruction is not a Roman Catholic. (c.) And, further, no pupil can be permitted to remain in attendance during the time of any religious instruction to which his or her parents or guardians object. (d.) Provided, however, that in case any parent or guardian shall express a desire that the child should receive any particular religious instruction, and shall record such desire in the certificate book\* provided for that purpose in the school, this prohibition shall

\*For the form of certificate book see schedule V., p. 64.

## Rule 35—continued.

not apply to the time during which such religious instruction only is given.\* (e.) The parent (the father, if possible) or guardian must append his name or mark to the entry in the book, and the signing of this certificate must in all cases be the spontaneous act of the parent or the guardian of the pupil. (f.) The certificate book must not be removed from the school-room, and should be submitted to the inspector whenever he visits the school.

As some doubts have arisen as to the interpretation of the rule, attention is requested to the following note :—

The object of the rule is more fully to carry out the general principle of the Commissioners, that no child should receive any religious instruction contrary to the wishes of his parent. Accordingly, the rule first provides for the case where the teacher is a Protestant and the child a Roman Catholic, or vice versa. In this case the dissent of the parent is implied, and no religious instruction can be given to a child by a teacher of the different creed unless the parent expressly requests it. But where the teacher and the child are both Protestants, whether of the same denomination or of different denominations, the dissent of the parent is not implied. In this case religious instruction in the Holy Scriptures or in his own catechism may be given to the child unless the parent expressly forbids it. In each case, however, the assent or dissent, whether implied or expressed, may be modified by an entry, duly signed by the parent in the certificate book of religious instruction; but no pupil should be permitted to be present whilst instruction is being given in the catechism of a different persuasion from his or her own, without the express sanction of his or her parent or guardian written on the form provided.

36. If any books other than the Holy Scriptures, or the standard books of the Church to which the children using them belong, be employed in communicating religious instruction, the title of each should be made known to the Commissioners whenever they deem it necessary.

37. The use of the tablet furnished by the Commissioners, containing the Ten Commandments, is not compulsory.

## CHAPTER IV.

## PATRONAGE AND MANAGEMENT OF NATIONAL SCHOOLS.

38. The government of the schools is vested either in patrons or in managers.

39. The person who applies in the first instance to place the school in connexion with the Commissioners is recognized as patron, unless it is otherwise specified in the application. Patrons.

\*Such expression of desire may at any time be revoked by the parent or guardian, and shall thereupon be regarded as withdrawn.

40. (a.) The patron may manage the school himself subject to the regulations of the Commissioners, or may nominate any suitable person to act as manager of the school.

(b.) The patron may, at any time, resume the direct management of the school, or appoint another manager.

(c.) The manager possesses all the powers of the patron, except that of appointing a manager.

*Managers.*

(d.) The manager is the person who is charged with the direct government of the school, the appointment of the teachers, subject to the approval of the Commissioners as to character and general qualifications, and their removal, and the conducting of the necessary correspondence with the Commissioners.

(e.) A person, to be eligible for the position of manager of a school, must be either a clergyman or other person of good position in society, must reside within a convenient distance from the school, and must undertake to visit the school frequently, and to check and certify the correctness of the school returns furnished to the Office of National Education.

(f.) Before finally sanctioning the appointment of any person as manager for the first time, the Commissioners require from him an undertaking in writing to have their rules and regulations complied with.

41. When a school is under the controul of a school committee,\* the school committee is the patron.

42. When a school is vested in trustees, the trustees are recognized as the patron.

43. When a school is vested in the Commissioners, the name of the patron or patrons is inserted in the lease.

44. (a.) If a patron wishes to resign the office, he has the power of nominating his successor, subject to the approval of the Commissioners. (b.) If the patron refuses or neglects to exercise this power, the selection of a patron is made by the Commissioners.

45. In all cases the Commissioners determine whether the patron, or the person nominated by him, either as his successor, or as manager, may be recognized by them as a fit person to exercise the trust.

46. (a.) The Commissioners may withdraw the recognition of a patron or of a manager if he fails to observe their rules, or

\* "School committees" are distinct from "school attendance committees" under the Irish Education Act, 1892. See rule 179 (d) as to a school committee in the case of the amalgamation of schools under Protestant management.

if it appears to them that the educational interests of the district require it. (b.) Such recognition cannot, however, be withdrawn without an investigation into the above matters held after due notice to the patron or manager, and to all parties concerned.

47. (a.) In the case of a vacancy in the patronship by death, the representative of a lay patron, or the successor of a clerical patron, is recognized by the Commissioners (where no valid objection exists) as the person to succeed to the patronship of the school. (b.) If such representative, or clerical successor, refuses to accept, or is ineligible for, the office of patron, the selection of a patron is made by the Commissioners.

48. When a school is under the patronage of joint patrons, of trustees, or of a committee, a manager should be appointed by them.

49. "The manager must enter into an agreement with the teacher in one of the forms provided by the Commissioners,<sup>†</sup> specifying the duties and emoluments of the teacher, and containing a proviso that the engagement is terminable on three months' notice given either by the manager, or by the teacher, but preserving to the manager the power of summary dismissal, subject to the following condition :—

Agreements  
with teacher.

"In any case of summary dismissal the teacher is entitled to three months' grade salary,<sup>‡</sup> to be paid by the manager personally; but if such dismissal is for sufficient cause, the teacher is not entitled to any compensation."

50. The Commissioners are the patron and manager of the Model schools, and they appoint, transfer, and dismiss the teachers and other officers; regulate the course of instruction; and exercise the other powers of management through their inspectors.

51. For appointments of principals or assistants in Model schools, candidates are, as a rule, invited by advertisement to submit their names—with statements of their qualifications—and a selection is made from such candidates after an examination of the reports of the inspectors and of other official documents.

\*Rule 49 does not apply to temporary teachers, industrial teachers, or teachers not receiving salary directly from the Commissioners.

†There are four forms of agreement, any of which may be used at the option of managers and teachers. For the forms of agreement, see schedule VII., p. 67.

‡In the case of agreements entered into with junior assistant mistresses, or other teachers not in receipt of grade salaries, the word "grade" should be omitted.

52. (a.) The managers are required to notify without delay all changes of teachers to the Office of National Education, and to the inspector, and (b.), as a rule, no newly-appointed teacher is recognized in a school until the Commissioners are satisfied that the requirements of rule 49 have been complied with.

(c.) The appointment of teachers should be made from the first day of a quarter, and the managers are requested to discourage changes in the teaching staff except at the end of a quarter.

**Vacation.**

53. (a.) The managers may close their schools for the recognized vacations notified on the time-table. A period of eight weeks (forty school days) is the maximum vacation that can be taken in any year.

(b.) Should a manager close his school on any other school days, the Commissioners may refuse payment of salary for these days, unless they are satisfied that the school was closed for a reasonable cause. (See rules 92 and 129).

54. (a.) The managers should visit their schools frequently, and see that the rules of the Commissioners and the provisions of the time-table are adhered to, and that the attendance of pupils, receipt of school fees (where chargeable), &c., are accurately recorded, and should also make arrangements for holding periodic examinations, which may be conducted by the teachers of the school or other competent persons. (b.) It is open to the managers to furnish the Commissioners yearly with a confidential report on each school under their jurisdiction.

55. The Commissioners earnestly urge upon the managers the desirability

(a.) of making every school comfortable by being properly furnished, lighted, ventilated, and heated in winter;

(b.) of providing a small library for each school, and a small museum of natural objects, furnished, as far as possible, by the pupils themselves;

(c.) of having a lavatory or other facilities for washing the hands and face, combing the hair, &c., wherever possible, but especially in schools situated in the poorer localities of the country;

(d.) of stimulating the school children to greater industry by a system of school prizes to be distributed, not only for literary attainments, but for regularity of attendance, personal tidiness, good conduct, and politeness.

56. The managers are required to comply with the regulations in schedule III., p. 61, respecting the payment of salaries, &c., to teachers.

## CHAPTER V.

## DIFFERENT KINDS OF SCHOOLS.

*Ordinary National Schools.*

57. The ordinary schools, whether vested or non-vested, are under local management, and are taught by lay\* teachers approved by the Commissioners.

*Model Schools.*

58. The Model schools are conducted on the same fundamental principles as the ordinary National schools. They have been built out of the funds placed by Parliament at the disposal of the Commissioners, and are under their exclusive control.

59. The chief objects of the Model schools are to promote united education, to exhibit to the surrounding schools the most improved methods of literary and scientific instruction, and to educate candidates for the office of teacher.

60. Except in the case of the Model schools in the central establishment in Marlborough-street, residence, fuel, and light are provided, or, in lieu thereof, in some instances allowances for house-rent, &c., are made to the principal teachers.

61. The central Model schools in Marlborough-street consist of three distinct departments, each under its own special organization. They afford to the King's scholars in training in the Commissioners' Training college an opportunity of practising the art of teaching daily under the professors of the Training college, and the teachers.

*Convent and Monastery National Schools.*

62. Convent and Monastery National schools, whether vested or non-vested, are regulated by the same rules as ordinary National schools, save so far as these rules are modified by the special rules relating to the qualifications and payment of teachers of Convent and Monastery National schools.

*Workhouse and Fishery National Schools.*

63. Workhouse schools and Fishery schools are recognized, and grants of books and requisites (only) are made to them, on condition that they shall be subject to inspection by the Commissioners or their officers, and that the fundamental rules of the Commissioners of National Education are faithfully observed in these schools.

\*In elementary evening schools the teachers may be either lay or clerical. See rule 205 (b).

## CHAPTER VI.

## INSPECTION OF NATIONAL SCHOOLS.

64. As the Commissioners do not undertake the direct control or regulation of any school, except their own Model schools, but leave all schools aided by them under the authority of the managers, the inspectors may not give direct orders, as on the part of the Commissioners, respecting any necessary regulations, but they should point out such regulations to the managers of the schools.

65. As a general rule, every school should be visited by the inspectors three times in each year.

66. After each visit the inspectors should communicate personally or in writing with the manager with reference to matters requiring his attention and to the general condition of the school, and they should make such suggestions as they deem necessary.

67. The inspectors should hold annually a formal inspection of schools whose work cannot be regarded as satisfactory.

68. A formal inspection need not be held annually in the case of schools whose work may be regarded as satisfactory.

69. The inspectors should give due notice of their intended visits when they propose to make formal inspections. When an inspector visits a school, not for a formal inspection, but with the intention of spending a considerable time therein, he should, when practicable, cause the manager to be notified of his presence. If the manager resides at such a distance that this course would present difficulty, he should receive notification of the proposed visit from the inspector by post on the morning of the visit.

70. The inspectors should report to the Commissioners the result of each visit, and should furnish accurate information as to the observance of the Commissioners' rules, the sanitary condition of the school-room and premises, the proficiency of the pupils, and the discipline, management, and methods of instruction pursued in the school. Extracts from these reports are furnished directly to the teacher for his information and guidance.

71. When applications for aid to establish schools are referred to the inspectors, they should have an interview with the applicants; and should also communicate personally, or by writing, with the clergymen of the different denominations, and, when necessary, with other influential persons in the neighbourhood, with the view of ascertaining their opinions, and whether they have any, and, if so, what objections to the application.

72. The inspectors should also supply the Commissioners with such local information as they may from time to time require, and should act as their agents in all matters in which they may be employed; but they are not invested with authority to decide upon any question affecting either a National school, or the general business of the Commissioners.



## CHAPTER VII.

## THE TEACHING STAFFS OF NATIONAL SCHOOLS.

73. The teachers recognized in National schools are principal teachers, assistant teachers, junior assistant mistresses, junior literary assistants, industrial teachers, workmistresses,\* and qualified extern teachers.

74. No clergyman of any denomination can be recognized as the teacher of a day National school.

75. Teachers of exceptional ability and qualifications are eligible for appointment as junior inspectors of National schools.

76. (a.) The following are eligible for appointment as principal teachers† :—

(1) ex-King's scholars who have been awarded the diploma;

(2) persons already recognized as principal teachers;

(3) trained certificated teachers under the English or Scotch Education Department.

(b.) The following are eligible for appointment as assistant teachers† :—

(1) persons eligible for appointment as principal teachers and certificated teachers under the English or Scotch Education Department;

(2) persons who have been trained in recognized Training colleges;

(3) monitors and pupil-teachers on completing their period of service, and passing the King's scholarship examination;

(4) graduates of a university on passing the test in practical teaching and such other subjects of the King's scholarship examination as are not covered by their university degrees;

(5) junior assistant mistresses on passing the King's scholarship examination, provided (a) that they have given three years' service as manual instructresses or junior assistant mistresses, (b) that during that time their work has been very favourably reported upon by the inspector, and (c) that they have satisfied the inspector as to their skill and capacity in the practice of teaching.

(c.) Junior assistant mistresses are recognized in all schools, under the conditions as to average attendance laid down in rules 80, 82, 83, 86, and 114, to give instruction in kindergarten, hand and eye training, object lessons, needle-work (to girls), and the ordinary work of the junior standards. They are provisionally recognized on passing an examination

\*No new appointments of workmistresses, industrial teachers, or junior literary assistants are made. For the special regulations with regard to these classes of teachers see schedule II., p. 60.

†All candidates for positions as principals or assistants in infants' schools must be fully qualified in kindergarten. In the case of new appointments to schools in Irish-speaking districts, teachers are required to have an oral knowledge of Irish.

Rule 76—*continued.*

held by the inspector, but for continued recognition they must also pass a special examination at Easter in the year following the year of appointment. Persons who are qualified to act as assistants may be recognized as junior assistant mistresses without undergoing further examination, but for permanent recognition as junior assistant mistresses they must, if they are not already qualified in kindergarten, take steps to make themselves proficient in that subject. (For the programme see page 131.)

(d.) Ex-King's scholars who have completed their course of training may be recognized provisionally as principal teachers, but if they fail to obtain their diplomas within the limit of five years, prescribed in rule 172, they cannot, as a rule, be recognized any longer as principal teachers.\*

(e.) Qualified† extern teachers may be recognized in National schools to give instruction in special subjects in which the ordinary teachers are not qualified.

77. Candidate teachers must furnish satisfactory evidence of age, and a medical certificate that they are of a sound and healthy constitution, and free from any physical or mental defect likely to impair their usefulness as teachers.

Age of  
teachers on  
first appoint-  
ment.

78. (a.) The minimum age for junior assistant mistresses appointed to schools where the principal teachers are women is 17 years. With this exception all teachers must, on first appointment, be over 18 and under 35 years of age.

(b.) Teachers who have been continuously employed under educational authorities from the age of 35 years or under, may be admitted up to 45 years of age.

(c.) Such exceptions to the maximum age of 35 years will cease to be made if, at any time, the Lords Commissioners of His Majesty's Treasury give notice in writing to the Commissioners that the number of such exceptional admissions is becoming so great as to interfere with the calculations on which the solvency of the pension scheme under the "National School Teachers' (Ireland) Act, 1879," rests.

(d.) Teachers who interrupt their service and resume it after a period not exceeding 10 years, are not subject to disqualification on account of age at the date of resumption.

(e.) In the case of teachers whose service in National schools has been interrupted for a considerable time, the Commissioners determine whether they shall be recognized if re-appointed, and, if recognized, the rates of their incomes.

(f.) If the interruption has lasted upwards of 10 years, they must qualify as teachers seeking first appointments under subhead (b).

\*This rule applies to teachers appointed for the first time as principals after 1st April, 1905.

†Except for teachers of certain technical subjects, *qualified* means not only qualified in the special subjects, but in English also.

(g.) Teachers who have received a retiring gratuity or a pension cannot be re-admitted to the service of the Commissioners.

79. A teacher qualified under rule 76 (a) or (b) may be recognized as *locum tenens* for a period not exceeding three months pending the appointment of a permanent teacher, and may be paid for service at the rate of third grade salary or capitation salary as the case may be.

80. The maximum staff of assistants which can be recognized in a school is set forth in the following scale :—

Average Daily Attendance.			Assistants in addition to a Principal.
35	but under	50	1 (a junior assistant).
50	"	95	1
95	"	140	2
140	"	185	3
185	"	230	4
230	"	275	5
275	"	320	6
and so forth.			

81. In the Model schools the ratio between the staffs and the attendance of scholars is determinable by the Commissioners, who adjust, from time to time, the teaching staffs to the attendance of pupils as the circumstances of the Model schools seem to them to demand.

82. To warrant the recognition of an assistant teacher in any school the average attendance must have reached the minimum prescribed in rule 80

- (a) for each of the two quarters immediately preceding the quarter in which the appointment is made; or
- (b) for the quarter in which the appointment is made and for the preceding calendar year; or
- (c) for the quarter and for the calendar year in which the appointment is made.

The provisions of this rule are not strictly enforced in the case of schools newly recognized.

83. (a.) The grant for an assistant teacher is not withdrawn until the end of two consecutive quarters of insufficient average attendance.

(b.) If the Commissioners are satisfied that the insufficiency of the average attendance has been due to epidemic disease or other exceptional cause, they may continue the grant for an additional period of insufficient attendance, which must not exceed two consecutive quarters.

Rule 83—*continued*.

(c.) The exceptional causes should be clearly stated in the manager's return for each quarter of insufficient average attendance, and the claim for the continuance of aid should be sustained by medical or other certificates.

(d.) Assistants from whom salary has been withdrawn, on account of the insufficiency of the average attendance, cannot be again recognized except on the conditions laid down in rule 82.

Temporary  
assistant.

84. In a rural school which maintains a sufficient average attendance for one assistant only during some months of the year, a manager may appoint, with the sanction of the Commissioners, a person qualified under rule 76 (a) or (b) to act as "temporary assistant," who is paid third grade salary for these months.

Teachers of  
mixed schools.

85. In mixed schools, i.e., schools in which boys and girls are taught in the same rooms, the principal teacher, subject to the approval of the Commissioners, may be either a master or a mistress, as the circumstances of the school may require. The sanction of the Commissioners should be obtained for the substitution of a master for a mistress, or *vice versa*.

86. (a.) In a mixed school under a master, when the average attendance is at least 50, an assistant mistress should be appointed unless a junior assistant mistress is already recognized in the school.

(b.) It is desirable that the teachers of mixed schools, at which the average attendance of pupils is less than thirty-five, shall be women, but, when a master is recognized as principal of one of these schools, a junior assistant mistress may also be recognized, and paid under the provisions of rule 114 (b.).

87. (a.) A master, whether principal or assistant, is not recognized in a girls' school; nor is an assistant master recognized in any school under a mistress. (b.) A mistress is not recognized as principal of a boys' school unless the school is attended by infants only.

88. (a.) Teachers are not permitted to carry on, or engage in, any business or occupation that would impair their usefulness as teachers. They are strictly forbidden to keep public-houses, or houses for the sale of spirituous liquors, or to live in any such house, and the husband (or wife) of the owner or occupier of such house will not be recognized as a National teacher.

(b.) County, urban, or rural district councillors, poor law guardians, members or officers of school attendance committees or of school committees, &c. (except secretaries of school attendance committees), cannot be recognized as National teachers.

89. (a.) The attendance of teachers at meetings held for political purposes, or the taking part in elections for members of Parliament, or for poor law guardians, &c., except by voting, is incompatible with the performance of their duties and is a violation of rule, rendering them liable to withdrawal of salary. Attendance at meetings held for political purposes.

(b.) This rule does not prohibit their employment, by the sheriff or returning officer, as presiding officers or polling clerks, in polling booths at Parliamentary elections, or at elections held under the Local Government (Ireland) Act, 1898, the functions of such officers being purely executive and non-political.

90. (1.) Teachers who have declined in efficiency, or who have conducted themselves improperly, are dealt with as the Commissioners determine.

(2.) Before serious penal action is taken against a teacher he is afforded an opportunity of forwarding to the Commissioners any statement he may desire to submit in his defence.

(3.) In no case is a teacher dismissed for inefficiency before he has had ample opportunity of remedying the defects in his teaching which have been reported by the inspectors.

(4.) In no case is a teacher dismissed for inefficiency on the reports of a single inspector; before recognition is finally withdrawn his work is tested by means of a thorough inspection of the school as a whole, and an examination of all the standards. This inspection is conducted by one of the senior or chief inspectors, and in the presence of one of the Commissioners if they think it desirable.

(5.) Should it appear necessary to dismiss a teacher for inefficiency, a formal statement of the grounds on which it is proposed to take action is furnished directly to the teacher.

Any representations or explanations which he may submit in his own behalf are carefully considered by the Commissioners before final action is taken.

91. In the case of teachers from whom salary has been withdrawn, the Commissioners determine whether they shall be recognized if re-appointed.

92. (a.) For occasional brief absences of teachers owing to illness or other reasonable cause, the manager's statement may be accepted. Absences of teachers.

(b.) In cases of more prolonged illness, one month's leave of absence is allowed, without stoppage of salary, on the production of a doctor's certificate. If two or more teachers are recognized, the responsibility for the school work in the absence of the principal devolves on the assistant, or first assistant, if more than one assistant is recognized.

(c.) When a school is closed, in consequence of the absence of a teacher from illness, for more than two days, the fact must be at once notified by the teacher to the manager and to the inspector. The manager should without delay make suitable

Rule 92—*continued.*

arrangements for having the school business carried on during the teacher's absence. In such circumstances he may avail himself of the temporary services of a teacher from a neighbouring National school, with the consent of its manager. The arrangements thus made should be notified at once to the Commissioners through the inspector. Temporary service so given by teachers in schools different from their own counts as service in their own schools.

This regulation applies only to cases where a teacher is absent for a period not longer than a month.

(d.) Should the teacher be absent from duty, through illness, for longer than a month in any calendar year, salary, &c., cannot be paid for the additional period of absence unless a substitute, qualified under rule 76, is appointed.

(e.) A teacher absent on account of illness is responsible for the salary of his substitute, but it is desirable that it shall be defrayed from local sources.

(f.) Absence owing to illness cannot be sanctioned for more than six months continuously, including vacations, or for more than six months in any calendar year.

(g.) Recurring absences of a teacher on account of illness for long or short periods are regarded as evidence of a decline in the teacher's efficiency.

(h.) The Commissioners cannot, as a rule, recognize the service of a substitute for an absent teacher if the absence is due to any other cause than personal illness, or attendance at a recognized Training college, or at a special course of training approved by them. If a teacher is absent under medical authority, in consequence of infectious disease in his family, the services of a substitute may be accepted for a period, as a rule, not exceeding one month.

(i.) No member of the school staff can be allowed to absent himself from duty on vacation during the ordinary period of operation of the school.

93. In schools under the direct management of the Commissioners, the period for which salary, without deduction, may be allowed to teachers when absent owing to illness, &c., is determined by the circumstances of each case, and, if necessary, the Commissioners employ substitutes, and pay them for a limited period.

94. The following practical rules must be strictly observed by the teachers of National schools:—

I. To act in a spirit of obedience to the law and of loyalty to the Sovereign.

II. To keep the following tablets suspended conspicuously in their school-rooms, and to make themselves thoroughly acquainted with their contents:—(a.) The General Lesson, the principles contained in which should be inculcated on the minds of all the pupils at the time

Practical  
rules.

Rule 94—*continued*.

of combined ordinary instruction; (b.) the time-table; (c.) the practical rules for teachers; (d.) the Ten Commandments (not compulsory); (e.) the religious and secular instruction tablet; also in pamphlet form (f.) the Commissioners' rules and regulations (g) the notes for teachers, and (h.) the price list of books, requisites, and apparatus used in the school.

III. To exclude from the school, except at hours set apart for religious instruction, all catechisms and books inculcating peculiar religious opinions.

IV. (a.) To keep the register, report book, and rolls accurately, neatly, and according to the forms prescribed by the Commissioners; and to enter or mark in the two latter, within the time prescribed by rule 128, each day, the number of children in actual attendance. (b.) In case any child is obliged to go home after roll-call, except as provided in rule 128 (d.), and before the school is dismissed, the child should previously enter his name in the leave of absence book. Should the child be unable to write, the name should be written by another child, and not by any of the teachers. (c.) All attendances or half attendances that are incomplete [see rule 128 (b.)] should be excluded from the calculation of average attendance. (d.) An absence mark once entered on the rolls must not be erased, cancelled, or altered in any circumstances whatever. (e.) The Commissioners also desire that immediately after roll-call the number present in each standard should be written in chalk in large figures on a black board suspended in the school, and should not be rubbed off until next meeting. (f.) The teaching staff is required to be in attendance at the school half an hour before the time fixed on the time-table for the commencement of school business in the morning, and not later than 9.30 a.m., and where there is a separate afternoon meeting, ten minutes before the commencement of that meeting.

V. To classify the children in accordance with the programme; to study the school books; to teach according to the approved methods, and to labour diligently to train up their pupils in each branch of knowledge to the degree of attainment or amount of proficiency prescribed for each standard in the programme.

VI. To observe, and to impress upon the minds of their pupils, the great rule of regularity and order—a time and a place for everything, and everything in its proper time and place.

VII. To promote, both by precept and example, cleanliness, neatness, and decency. To effect this the teachers must set an example of cleanliness and neatness in their own persons, and in the state and general appearance of their schools. They must also satisfy themselves, by personal inspection every morning, that the children have had their hands and faces washed, their hair combed, and clothes cleaned and, when necessary, mended. The school apartments, too, must be swept and dusted every evening. Should the Board of Public Works be engaged in repairing or improving a vested school, it is the duty of the teacher to facilitate their action in every way.

VIII. To pay the strictest attention to the morals and general conduct of their pupils, and to omit no opportunity of inculcating the principles of truth, honesty, and politeness, the duties of respect to superiors, and obedience to all persons placed in authority over them.

IX. To evince a regard for the improvement and general welfare of their pupils; to treat them with kindness combined with firmness; and to aim at governing them by their affections and reason, rather than by harshness and severity.

Rule 94—*continued*.

X. To cultivate kindly and affectionate feelings among their pupils; to discountenance quarrelling, cruelty to animals, and every approach to vice.

XI. To have strict care over the pupils during the entire school time. The teachers should not in any circumstances, allow the pupils out of the school ground beyond the limit over which official care of them can be efficiently exercised.\* Where assistants are employed, they also are responsible for this duty.

XII. To record in the report book of the school all receipts of school-fees (where chargeable), subscriptions, &c., and the amount of all grants made by the Commissioners, as well as the purposes for which they were made, whether for salaries, premiums, or other payments; also the value of school requisites, whether free grants or purchased requisites.

XIII. To take strict care of the free grants of requisites made by the Commissioners; to keep the school constantly supplied with school books and other requisites approved by the Commissioners. The teachers are strictly prohibited from using in their schools, any books, &c., not sanctioned under rule 124, and from making any advance on the prices in the list of books and requisites suspended in the school.

XIV. To give notice, some days previously, to the senior inspector of the circuit, the inspector of the section, and, in districts in which the compulsory attendance provisions of the Irish Education Act are in force, to the school attendance officer, of the intended closing of a school for vacation or for any other purpose; and, when a teacher intends resigning or removing to another school, to intimate his intention to the inspector a month at least before his removal or resignation, in order that the latter may have an opportunity of visiting his school, and reporting upon the state of the premises, free equipment, school accounts, &c., &c.

XV. To attend to the ventilation of the school:—immediately after entering the room in the morning; at the time of roll-call; and at frequent intervals during the day. The ventilation can best be effected by lowering, where practicable, the upper part of the windows, so as to admit a thorough passage of air through the room.

95. (a.) The Commissioners, as a rule, do not correspond directly with the teachers except as provided in rules 70, 90, and 98. (b.) Official forms, however, may be forwarded direct to teachers from the Office of National Education.

Teacher's  
right of  
appeal.

96. Should a teacher have any well-grounded cause of complaint against the manager or the inspector he may submit his case in writing directly to the Commissioners for their consideration.

Monastery  
schools.

97. Untrained teachers are, at present, recognized as principal teachers of National schools conducted by members of the Presentation, Marist, Patrician, and Franciscan Orders of Monks, but no untrained principal in such schools can receive salary at a higher rate than that of third grade unless he was recognized as a principal teacher in a National school before 1st April, 1900.†

\*See, however, rule 128 (d).

†See note on p. 43.



98. All monks who are certified by the manager to be members of the community and who pass the King's scholarship examination and also the test in practical teaching conducted by one of the senior inspectors, are eligible, as untrained teachers, for the position of assistant in a Monastery National school, but not in an ordinary National school.

99. (a.) In Convent and Monastery National schools, the members of the community may discharge the office of teachers, either exclusively by themselves, or with the aid of such lay persons as they may see fit to employ as assistants with adequate remuneration. (b.) In every case the Commissioners must be satisfied that the teaching staff is sufficient. (c.) None but teachers qualified under rule 76 (a) or (b) can be recognized as lay assistants in Convent or Monastery National schools.

Convent and  
monastery  
schools.

100. Teachers not qualified under rule 76 (a) or (b) who were serving as lay assistants in such schools in July, 1890, and who are still serving in the same capacity, continue, as a rule, to be recognized, and if within the limits of age are eligible for admission to the King's scholarship examination, provided that they are recommended by the inspector.

101. 1.—In any Convent National school paid by capita-  
tion, the teaching staff is deemed sufficient if the number  
of recognized teachers, including members of the community  
engaged in teaching, in proportion to the average annual  
attendance, corresponds with the following scale, viz. :—

Under 50 pupils, . . . . .	1 teacher.
50 but under 95 pupils, . . . . .	2 teachers.
95     "     140     .     .     .     .     .	3     "
140     "     185     .     .     .     .     .	4     "
185     "     230     .     .     .     .     .	5     "
230     "     275     .     .     .     .     .	6     "
275     "     320     .     .     .     .     .	7     "

And so forth.

2. Adequate remuneration for recognized lay assistants is fixed at a minimum of £30 per annum.

Lay assistants

3. The privileges enjoyed by recognized lay assistants include

(a.) the recognition of their service as fulfilling the conditions required for a training diploma;

(b.) the eligibility for a one-year's course of training;

(c.) so far as may be necessary, the claim to have this service count towards obtaining the bonus granted under the Education Act, 1892, when appointed assistants;

(d.) the recognition of their service in respect of claims for first appointment or re-appointment in the service of the Commissioners.

Rule 101—*continued*.

4. The Commissioners do not interfere with the discretion of the conductors as regards the employment of other lay assistants than those recognized by the Commissioners; but the latter are not entitled to any of the privileges mentioned above unless qualified under rule 76 (a) or (b), and paid not less than £80 a year.

5. All lay assistants acting as such on the 1st March, 1896, retain the privileges hitherto attached to that position.

## CHAPTER VIII.

### GRADATION, PROMOTION, AND INCOMES OF TEACHERS.\*

102. (a.) All principal and assistant teachers (except the teachers of Monastery and Convent schools which are paid by capitation) are divided into three grades—the first grade containing two sections.

(b.) Teachers recognized for the first time rank, on appointment, in the third grade.

(c.) The number of teachers recognized in each grade or section of a grade above the third grade is fixed from time to time by the Commissioners.

(d.) The Commissioners periodically fill vacancies in the first and second grades in accordance with the prescribed conditions.

#### Promotions.

103. (a.) Untrained teachers appointed for the first time, on or after the 1st April, 1900, are ineligible for promotion beyond the third grade, unless in exceptional circumstances and by the special order of the Commissioners.

(b.) Untrained teachers in the service before the 1st April, 1900, who, under the old rules, were eligible for promotion to the first class, continue to enjoy a similar privilege with regard to gradation.

(c.) Assistant teachers, trained or untrained, appointed for the first time, on or after the 1st April, 1900, are ineligible for promotion beyond the third grade, unless in exceptional circumstances and by the special order of the Commissioners.

104. (a.) Promotion from a lower to a higher grade, and from the second to the first section of the highest grade, depends on (i.) training; (ii.) position in school; (iii.) ability and general attainments; (iv.) good service; (v.) seniority.

(b.) No teacher of a school in which the average attendance for the preceding calendar year is under thirty is eligible for promotion to the second grade or for increment in that grade.

\* A sum of £114,000 has been voted recently by Parliament in augmentation of the incomes of teachers.

Rule 104—*continued.*

(c.) No teacher of a school in which the average attendance for the preceding calendar year is under fifty is eligible for promotion to the first grade or for increment in that grade.

(d.) No teacher of a school in which the average attendance for the preceding calendar year is under seventy is eligible for promotion to the first section of the first grade or for increment in that section.

(e.) The promotions of teachers date from the 1st April.

105. (a.) Teachers promoted from a lower to a higher grade receive on promotion the salary fixed for the grade to which they are promoted, but, as a rule, without any immediate addition of continued good service salary. Teachers must, as a rule, remain three years on the maximum of a grade before becoming eligible for promotion to a higher grade.

(b.) \* Principal teachers who are out of employment for a time retain their grades, provided they obtain re-employment as principals within a year. If re-employed as principals at a later date, the Commissioners determine in what grade they shall be recognized. Principal teachers if re-employed as assistants come under the rules applicable to assistants.

(c.) Principal teachers do not lose their grades on account of a decline in the average attendance at their schools, but their salaries may be reduced in accordance with the rules.

(d.) Teachers whose schools have declined in efficiency owing to their neglect of private study, may be re-examined as a test of fitness for continued recognition.

106. (a.) The incomes of teachers consist partly of local <sup>Incomes.</sup> payments, but mainly of grants from the Commissioners.

(b.) The local payments comprise subscriptions, donations, and endowments, or school fees from pupils. In some instances residences are provided rent free.

(c.) Where school fees are chargeable to the pupils, the rates are fixed by the managers with the approval of the Commissioners, and cannot be altered except with their sanction [Irish Education Act, 1892, s. 18 (4)†]. Such fees are payable to the teachers as part of their emoluments in accordance with the terms of their engagements.

107. The grants for teachers from the Commissioners include salaries, etc., for all work done during "school hours" as defined in rule 126, and for the extra instruction of monitors, outside of "school hours." Special payments are made for efficient teaching in the bilingual programme, for cookery and laundry work, for the approved extra branches, and for the instruction given in elementary evening schools

\*See also rule 78 (d.), (e.), and (f.)

†See schedule VI. (5), p. 65.

Grade salaries. 108. (a.) Special rates of salary and of continued good service salary are fixed for each grade of teachers.

(b.) Awards of continued good service salary are made triennially to the teachers of schools with an average attendance of twenty pupils or above, when the work done in the school shows merit, and the general condition of the school is satisfactory.

(c.) The Commissioners reserve to themselves the right to alter the rates of grade salary and of continued good service salary from time to time with the approval of the Lords of His Majesty's Treasury.

Grade salaries  
and good  
service  
salary.

(d.) The following are the rates of grade salary and of continued good service salary that are awarded for work done in day National schools, exclusive of fees for special and extra branches and residual capitation grant :— \*

Grade.	Grade Salary.	Continued Good Service Salary - Triennial Increments.		Maximum.
		Increments.	Number of increments.	
Men,	III. £ 56	£ 7	3	£ 77
	II. 87	10	2	107
	I*. 117	10	1	127
	I. 139	12	3	175
Women,	III. 44	7	3	65
	II. 73	8	2	89
	I*. 97	8	1	105
	I. 114	8	3	141

109. (a.) Assistant teachers are, as a rule, awarded third grade salary only, and if recognized for the first time after the 1st April, 1905, are ineligible for increments of good service salary unless they have been trained.

(b.) Bonuses, in addition to increments, are awarded to assistant teachers who are entitled to them under the Irish Education Act, 1892. The bonus is £9 for men and £7 10s. for women.

(c.) Assistant teachers who have been trained in a recognized Training college rank, from the 1st April immediately preceding the date of the termination of their training course, as "classified higher than third class" for the purpose of qualifying for bonus under the Irish Education Act, 1892. [See schedule VI., 9, p. 66.]

\* For awards to the teachers of schools with an average attendance of less than 20 pupils, see rule 115.

110. A portion of the State grants available for awards for teachers of day schools is allocated as an annual capitation grant (viz., the residual capitation grant) in accordance with the fourth schedule to the Irish Education Act, 1892.

111. For an average attendance of 60 pupils (3-15) and under, the principal teacher receives the whole of the residual capitation grant for the school.\* When the average attendance is over 60 the grant is distributed between the principal and the assistants according to the following scale:—

Attendance of Pupils (3-15.)	NUMBER OF UNITS OF CAPITATION GRANTS.					
	Principal	1st Asst.	2nd Asst.	3rd Asst.	4th Asst.	—
61-95	60	1-35	—	—	—	—
96-130	60	35	1-35	—	—	—
131-140	61-70	35	35	—	—	—
141-175	70	35	35	1-35	—	—
176-185	71-80	35	35	35	—	—
186-220	80	35	35	35	1-35	—
	And so forth.					

112. (a.) The salaries of teachers of the first grade are not reduced on account of a decline in the average attendance, unless it is below thirty-five for one calendar year. Reduction of salaries.

(b.) The salaries of teachers of the second and third grades are not reduced on account of a decline in the average attendance, unless it is below twenty for one calendar year.

(c.) The additions to salaries which have resulted from promotions or increments may not be retained on change of school unless the average attendance at the new school is in accordance with the provisions of rule 104.

(d.) The salaries of teachers may be reduced at any time on account of inefficiency or other sufficient cause at the discretion of the Commissioners.

(e.) Assistants on promotion to principalships receive, as a rule, initial salaries equal to their salaries as assistants; but if highly classed under the old rules, or if appointed to large and important schools, they receive special consideration.

113. (a.) Principal and assistant teachers, whose salaries were fixed from 1st April, 1900, retain these salaries on change of school provided, (1) that the average attendance is sufficient under the rules to warrant the payment, and (2) that they are not reduced in rank by the change of school;

\*For special regulations in the case of boys' and girls' schools which have been amalgamated, see p. 61.

Rule 113—*continued*.

(b.) if the average attendance is not sufficient, or if the teachers are reduced in rank, they are awarded such lower incomes as the average attendance or their positions may warrant;

(c.) principal teachers whose incomes (exclusive of residual capitation grant) are higher than £175 (masters) or £141 (mistresses), retain their incomes on change of school, provided (1) that they are not reduced in rank, and (2) that the schools in which they are employed are similar in size and character to their former schools.

If these conditions are not fulfilled, the incomes of the teachers are determined by the Commissioners.

(d.) Assistant teachers whose incomes (exclusive of residual capitation grant) are higher than £86 (masters) or £72 10s. (mistresses), retain their incomes as personal so long as they remain assistants.

114. (a.) In all schools having an average attendance of at least 35 pupils junior assistant mistresses are paid at the rate of £24 per annum. [See rule 76 (c).]

(b.) In the case of a mixed school under a master where the average attendance is under 35, full payment is made for each quarter in which the average attendance of girls is at least 20. If the average attendance of girls is less than 20 for any quarter the junior assistant mistress is paid for that quarter a capitation grant of 5s. for each girl in average attendance.

*Small schools.*

115. (a.) The teachers of schools with an average attendance under 10 pupils, are paid a capitation grant of £1 15s. for each unit of average attendance and residual capitation grant if the schools are situated on the mainland; but if the schools are on islands remote from the mainland, the teachers may receive a capitation grant of £3 10s. for each unit of average attendance and residual capitation grant.

(b.) The teachers of schools with an average attendance of 10 to 19 pupils, are paid £44 per annum and residual capitation grant, but are not entitled to increments. It is desirable that the teachers of these schools shall be women.

(c.) The masters of schools with an average attendance of 10 to 19 pupils are paid £56 per annum, and residual capitation grant, provided that they were appointed to these schools before the 1st April, 1900.

(d.) If a school aided under sub-head (a.) has an average attendance for any quarter of at least 10, the teacher is eligible for payment under the conditions laid down in sub-head (b.) for such quarter.

(e.) If the attendance at a school aided under sub-head (b.) or (c.) falls below 10 for any quarter, payment is made to the teacher for such quarter only at the rate prescribed in sub-head (a.) for small schools situated on the mainland.

Rule 115—*continued*.

(f.) No claim can be made in the case of schools aided under any sub-head of this rule on account of a reduction of the average attendance due to exceptional causes.

116. The teachers of the Model schools are paid under the same conditions as the teachers of ordinary National schools. Model schools.

117. 1. The teachers of Convent National schools, possessing the qualifications prescribed in rule 76 (a) and (b) are paid at the same rates as the teachers of ordinary schools if the conductors so elect. Convent schools

2. Convent schools in which the teachers are not required to possess the qualifications prescribed in rule 76 (a) and (b) receive grants according to the following rules:—

(a.) the conductors receive capitation grants. These grants (exclusive of the residual capitation grant) range between 25*s.* and 35*s.*;

(b.) the capitation grant may be increased or diminished by the Commissioners after consideration of the work done in the school;

(c.) every school having a capitation grant (exclusive of the residual capitation grant) less than the maximum capitation rate may reach this rate by triennial increments of 1*s.*;

(d.) this capitation grant, in addition to the residual capitation grant and fees for special and extra branches, includes all payments from the State for work done during the ordinary school hours;

(e.) no Convent school paid by capitation grant, when aided for the first time, can be granted more than the 25*s.* rate, and the residual capitation grant;

(f.) in Convent National schools paid by capitation grant, if the average attendance in any quarter is seriously reduced owing to exceptional causes, payment of the capitation grant may be claimed on the actual average attendance for the corresponding quarter of the preceding calendar year. In such cases the manager should set forth clearly in a special communication the exceptional causes.

3. These conditions apply also to the Monastery National schools recognized previously to 1855; but aid is granted to other Monastery schools only on the same conditions as to ordinary National schools.

118. (a.) The salaries of teachers are payable and are remitted on the 15th day of January, April, July, and October, in each year, in cases where the school returns have been received in due time, and where there are no irregularities to be specially dealt with before payment. Should the 15th of the month fall on a Sunday, the salaries are issued on the 16th. Dates of payment of salaries.

Rule 118—*continued*.

(b.) Where the salaries are paid by quarterly payments, the computation for a broken period of a quarter is made with reference to the number of days in that quarter.

(c.) In case of change of teachers at the end of a month, should the first or last day of the month fall on a Saturday, or Sunday, or recognized holiday, the salary is allowed for such days.

## CHAPTER IX.

SUBJECTS OF INSTRUCTION, TIME-TABLE, SCHOOL YEAR, AND  
SCHOOL REQUISITES.

Subjects of  
instruction

119. (a.) The ordinary school subjects are.—English (including as sub-heads reading and spelling, writing, composition, and grammar), geography, history, arithmetic, singing, drawing, needlework (for girls), physical drill, manual instruction, object lessons and elementary science, cookery (for girls), laundry-work (for girls), kindergarten (for infants), hygiene and temperance.

The programmes of instruction may be found in schedule XVIII., pp. 89 to 126.

(b.) The managers are at liberty, subject to the recommendations of the inspectors, to adopt for the seventh and eighth standards the programmes issued by the Board of Intermediate Education as far as is indicated in schedule XVIII., p. 118.

(c.) Pupils over thirteen years of age, who have been enrolled in the seventh standard for one year, and who have, in the opinion of the inspector, attained to considerable proficiency in the courses of English, arithmetic, and geography, may be awarded a certificate of merit. For the form of the certificate see schedule X., p. 74.

(d.) The managers may, with the approval of the Commissioners, arrange the programmes of their schools so as to suit the needs of the localities in which the schools are situated.

120. (1.) Cookery and laundry-work should be taught as part of the ordinary school programme to girls enrolled in the fifth and higher standards when suitable provision for instruction in these subjects is available. Girls who have reached the age of eleven years may, if the manager so desires, attend the classes in cookery and laundry-work, even though they are enrolled in a lower standard than fifth.



Rule 120—*continued*.

(2.) A grant of five shillings may be earned in respect of each girl who is taught cookery or laundry-work in a National school, provided she has attended at least 50 per cent. of the meetings of the cookery or laundry-class, but the grant cannot be paid for the same pupil for more than two years in cookery, nor for more than one year in laundry-work, and both grants cannot be claimed for the same pupil in the same year.

(3.) In order that the full grant may be earned for cookery or laundry-work in a girls' or mixed school the inspector must certify that suitable instruction is given to the pupils of the school in hygiene.\* For girls' and mixed schools, under two or more teachers, in which the members of the staff have received training in elementary science, a course of domestic science, including lessons on hygiene (health and habits) must be included in the curriculum.

(4.) A special roll of the pupils receiving instruction in cookery or in laundry-work must be kept, and the attendance must be marked before the commencement of the lesson. A pupil must not receive credit for attendance at a lesson on any day (except Saturday) on which she is not in attendance at the school throughout the entire day.

(5.) Instruction must be given for at least six months in the year. Each course must consist of at least twenty-five lessons in the case of cookery and of twenty in the case of laundry, and each lesson must be of not less than one and a half hours' duration. The grant may be reduced or withheld if the proficiency is not satisfactory.

(6.) The grant is paid to the manager, who should, after defraying the necessary incidental expenditure, pay the balance to the teaching staff.

121. A bilingual programme (Irish and English), which must be introduced at the beginning of the school year, may be sanctioned in Irish-speaking districts or in localities where Irish and English are spoken. For the programme see schedule XVIII., p. 119, and for the special regulations and scale of fees see page 58. Efficient teaching of the bilingual programme is favourably considered in connexion with the increments and promotions of the teachers.

122. (a.) The normal school year consists of forty-four School year weeks (220 school days), and all schools should be in operation for this period.

(b.) The school year commences, in all schools, on the 1st July.

\*The full grant may be paid for a pupil learning cookery or laundry work who is enrolled in a lower standard than that in which formal lessons on hygiene are given.

Rule 122—*continued*.

(c.) The promotions of pupils, revised programmes, and new time-tables should date from the beginning of the school year.

(d.) The "time table" must be kept constantly hung up in a conspicuous place in the school-room. The teachers are required to furnish copies of their time tables to the inspectors within one month from the commencement of the school year.

123. Irish and mathematics may be taught as extra subjects outside the hours constituting an attendance.\* For each of the sub-divisions of mathematics a fee of 5s. per unit of the average attendance of pupils under instruction may be earned, but no fee can be paid for a pupil enrolled in a lower standard than the fifth. For the programmes see schedule XVIII., pages 124-126; and for the special regulations and scale of fees for Irish see schedule I., page 58. The general regulations for mathematics are the same as those for Irish.

School  
requisites

124. (a.) No book can be used for the purpose of united secular instruction to which a reasonable objection might be entertained on religious or political grounds.

(b.) The managers may, subject to the foregoing condition, select the books used in their schools for the purpose of secular instruction, but they are required to submit annually for the examination of the inspector the list of proposed books not later than three months prior to the commencement of the school year, and they must furnish a copy of any book which does not appear on the list authorized by the Commissioners, or of any new edition of a book already sanctioned. No new book can be used until the official approval has been notified to the manager.

(c.) The inspector should, in all cases of doubt, forward copies of the book or books in question for the consideration of the Commissioners, to whom an appeal lies in all cases.

## CHAPTER X.

SCHOOL MEETINGS, ATTENDANCES, AVERAGE ATTENDANCE,  
AND ENROLMENT OF PUPILS.

125. Not less than four hours a day [including intervals as specified at 123 (c.)] must be provided on the time table for ordinary secular instruction on at least five days in the week. The time for secular instruction may consist of a single meet-

\*For the present, payment of fee for teaching Irish as an extra subject, during ordinary school hours, may be made to extra teachers employed when the recognized staff of school teachers is not qualified to give the instruction, and when there is a substantial majority of the pupils in the third and higher standards learning the subject.

Rule 125—*continued*.

ing of at least four hours' duration, or of two meetings of at least two hours each, with an interval of not less than one hour between the meetings. The Commissioners decide in each case whether two separate meetings in a school day may be allowed, and if so, under what conditions.

126. The term "school-hours" should always be understood School hours. to mean the entire time in each day, from the opening of the school to its closing for the dismissal of the pupils; or in schools having two meetings daily, the term means the entire time from the commencement to the close of each meeting.

127. (a.) No child under three years of age can be enrolled Enrolment. as a pupil in any National school, and, as a rule, no pupil over seven years of age can, on admission to school, be enrolled in an infants' class. All pupils, both boys and girls, must be removed from infants' schools and from infants' departments of schools on the 1st July next following the completion of their eighth year.

(b.) Boys under seven years of age are ineligible for enrolment in a boys' school where there is not a mistress, unless

(1.) there is no suitable\* school under a mistress available in the locality, or

(2.) the probable effect of this rule will be the loss of an assistant teacher to the school.†

(c.) Except in the case of monitors or pupil teachers, pupils cannot be retained on the rolls of day schools after reaching the age of eighteen.

(d.) In cases of question regarding the age of a pupil a registrar's or a baptismal certificate should be produced, otherwise the decision of the inspector is final.

(e.) In places to which the compulsory attendance clauses of the Irish Education Act of 1892 apply, children not less than six nor more than fourteen years of age are bound to attend school unless excused.

\*A "suitable school" should be taken as meaning a school in which there is adequate accommodation of a satisfactory kind, in which the teaching of infants is efficient, and in which the teaching staff is of the same religious denomination (viz., Roman Catholic or Protestant) as in the neighbouring boys' school.

†On the occurrence of a vacancy for an assistant a mistress should be appointed; otherwise no further exemption as regards the prohibition of the enrolment of boys under seven years of age can be granted.

Attendance. 123. (a.) An "attendance" means presence at secular instruction during four hours. If the school meets twice a day, presence at secular instruction during two continuous hours counts as a "half attendance." The calling of the rolls and the recording in the daily report book of the number present must be completed before the time prescribed for the commencement of the "attendance" or "half attendance." The "attendance" or the morning "half attendance" must commence not later than 10.30 a.m.

(b.) A pupil who at any meeting of the school does not remain under instruction until the conclusion of the time prescribed for the "attendance" or "half attendance," as the case may be, cannot claim credit for being present at that meeting, and the mark denoting an incomplete attendance must be made at once.

(c.) The minimum time constituting an "attendance" may include an interval for recreation of not more than ten minutes in a meeting of two hours, and of not more than half an hour in a meeting of four hours.

(d.) The teacher of any school, however, in which there is only one meeting a day, is at liberty, with the approval of the manager, to allow any pupil home for dinner during the time allowed for recreation, on the written application of the parent. The manager may withdraw the permission given in the case of any pupil at any time. Except as provided for under (f) no arrangement can be sanctioned by which the time for the secular instruction of any pupil is reduced below  $3\frac{1}{2}$  hours daily, exclusive of the dinner time. A separate folio of the roll book or a separate roll book must be provided, in which the names of such pupils shall be inscribed. If the pupil is late in returning, or does not return, credit can be given only for a "half-attendance" on that day. [See under (b)].

(e.) The minimum time constituting an attendance may include

(1) any time occupied by instruction, given elsewhere than at the school, in cookery, laundry-work, domestic economy, and wood-work; but all such arrangements must first receive the sanction of the Commissioners;

(2) any time occupied by visits paid during school hours, under arrangements sanctioned by the Commissioners, to places of educational value or interest. The number of such visits for any year must, however, be strictly limited, and should not exceed twenty visits of two hours' duration for any particular pupil.

(f.) In the case of pupils enrolled in the infants' classes in schools where senior classes are also taught, the minimum time constituting an "attendance" may be reduced from four

Rule 128—*continued*.

hours to three, and the minimum time constituting a "half attendance" may be reduced from two hours to one hour and a half, the same intervals being allowed for recreation as in (c). If the infants are retained for more than three hours in any school, additional playtime may be allowed to them.

129. (a.) The average daily attendance during any period (month, quarter, year), is the number found by dividing the total number of complete "attendances" made on the regular school days within the period, by the number of such school days, two "half attendances" counting as one complete "attendance." Average daily attendance

(b.) When the average attendance exceeds an integer by a fraction of not less than  $\frac{1}{2}$ , the latter counts as a unit. Thus 29 $\frac{1}{2}$  counts as 30.

(c.) The number of pupils present must be recorded every day in the roll book and report book, but when, owing to the severity of the weather or other exceptional cause, the number of pupils in attendance on any day or days is under one-third of the average attendance for the month in which the day or days occur, the attendance of such a day or days may be excluded from the calculation of the quarterly or annual average. The cause of such exclusion in each case should be recorded in the daily report-book.

(d.) If a school has not been in operation for at least 200 days in the year a reduction in the grant is made unless, from some exceptional cause, it has not been possible for the school to be in operation for 200 days, in which case the Commissioners, on a proper representation of the circumstances, may make a proportionate reduction in this requirement. Excluded days cannot be counted as part of the required minimum of 200 days.

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## CHAPTER XI.

### MONITORS AND PUPIL TEACHERS.\*

130. The monitors are appointed by the Commissioners upon the recommendation of the inspectors, who select them by competitive examination, except as provided in rule 139.

131. The inspectors recommend candidates for monitorship only in schools in which the organization, methods of instruction, premises, furniture, apparatus and accommodation are satisfactory.

\*The same regulations as to appointment, qualifications, salary and period of service apply to monitors and pupil teachers in model schools as to those in ordinary schools.

132. The inspectors confer with the managers and principal teachers of the schools as to the character and general suitability of the candidates whom they have selected, and they are prohibited from recommending candidates whom the managers disapprove of or to whom the teachers entertain a reasonable objection.

133. (a.) The inspector recommending the appointment of a monitor must certify that he has explained to the teacher—

1. that the monitor must not be employed in teaching for more than two hours in each day during his period of service except in his final year, when he may be employed for three hours in each day ;\*

2. that, except in the case of monitors whose general education is provided for in neighbouring Intermediate schools, the monitor must be carefully instructed along with the pupils of the school or allowed to study by himself under the teacher's supervision during the remainder of the daily school time ;

3. that the monitor must receive extra instruction regularly in the monitorial course outside of school hours, for at least three-quarters of an hour in each school day of the week, or for half an hour in each school day, and two hours on Saturday ;

4. that the principal teacher must preside over formal criticism lessons to be given by the monitors once in each week. (For the regulations regarding the manner of conducting criticism lessons see schedule IX., p. 73.).

(b.) The Commissioners are prepared to sanction arrangements made by the managers, under which monitors of different schools may receive their extra instruction at specially fixed centres or their general and extra instruction at Intermediate schools. The extra instruction may be given in different subjects by different teachers, and should not be for less time than one hour a day.

134. The school for which a monitor is recommended must, as a rule, have had an average daily attendance of not less than fifty pupils for the preceding calendar year.

\*In the case of pupil teachers and monitors whose general education is provided for in neighbouring Intermediate schools the time during which they are required to teach in the National schools may, at the discretion of the manager, be limited to one hour in each day during the first year of service.

135. The maximum number of monitors that may, as a rule, be recognized in any school is set forth in the following table; but the Commissioners reserve to themselves the right to determine whether this maximum should be sanctioned :—

Average Attendance.					Monitors.
50 but under 85,	...	...	...	...	1
85 " 130,	...	...	...	...	2
130 " 175,	...	...	...	...	3
175 " 220,	...	...	...	...	4
220 " 265,	...	...	...	...	5
265 " 310,	...	...	...	...	6
310 " 355,	...	...	...	...	7
and so forth.					

136. A monitress is not recognized in

(1) a boys' school, unless it is an infants' school or department under a mistress;

(2) a mixed school under a master, unless

(a.) she is a near relative of the teacher; or

(b.) a mistress is charged with her extra instruction or is always present at it; or

(c.) during the time of her extra instruction a respectable woman is present, or some other monitresses or girl pupils; or

(d.) her extra instruction is given at a special centre [rule 133 (b.)];

(3) any school in which there is not adequate provision for instruction in needlework.

137. The number of monitors being limited, the managers should understand that they have no claim to the appointment of monitors merely on the ground that the conditions specified in these rules have all been fulfilled.

138. The monitors are appointed, as a rule, from the 1st July in each year. Their service counts from that date, and all appointments are subject to the fulfilment of the conditions below specified as regards good conduct and efficient instruction. If a monitor resigns or dies, or becomes disqualified, a successor may be appointed, but not later than the 31st December.

139. The candidates for monitorship must be not less than Qualifications.  
fifteen and not more than seventeen years of age on the 1st July, and they must answer satisfactorily in the prescribed

programme. (See page 127.) Students who have passed in the junior or middle grade under the Board of Intermediate Education are eligible for appointment as monitors without undergoing further examination, except in any ordinary school subject in which the candidate did not pass at the Intermediate examination, should the Commissioners require it.

140. The candidates for monitorship must furnish a registrar's certificate of the date of their birth,\* and a medical certificate that they are of a sound and healthy constitution, and free from any physical defect likely to impair their efficiency as teachers.

141. The full period of service and training of monitors is three years.

142. The Commissioners may appoint monitors under the former regulations in case sufficient candidates do not qualify under the new rules. The limits of age for such candidates are fourteen and sixteen, and the full period of service and training is five years.

**Examinations.** 143. (a.) The monitors must undergo a yearly examination in the prescribed courses. (For the programmes see schedule XVIII., page 128.)

(b.) The annual examinations of the monitors in the prescribed courses are held in their schools except in the final year, and on each occasion the monitors must exhibit to the inspector all the exercise books written by them in the course of the year, and the monitresses must also exhibit specimens of their needlework.

144. (a.) The examination of monitors of the final year is held at Easter in each year in the King's scholarship programme. (For the programme see schedule XVIII., p. 138.)

(b.) The monitors are annually awarded service marks which are added to the total obtained at the examination held in the final year.

145. The monitors who pass the King's scholarship examination, and who complete their service satisfactorily, are eligible for appointment as assistants (see rule 76) within three years, as a rule, from the termination of their service as monitors.

146. The attendance of monitors who receive their general instruction in the school in which they are serving as monitors must be recorded daily on the rolls, and be included in calculating the average daily attendance of pupils.

\*Pupils under sixteen years of age can obtain a registrar's certificate of date of birth for *fid.*



147. The salary granted to a monitor may be withdrawn at any time, should want of diligence, of efficiency, or of good conduct on the part of the monitor, or any other circumstance, render such a course desirable.

148. When a vacancy in a monitorship occurs, whether before or on the expiration of a monitor's term of service, it does not necessarily follow that a successor will be appointed.

149. A monitor cannot be transferred, even temporarily, to another school without the express sanction of the Commissioners; but where a girls' school or a mixed school is associated with an infants' school in the same premises, the monitors of each department may be permitted to devote a portion of their time to teaching and practising in the other department.

150. (a.) The following is the scale of salaries for monitors :—

—				Boys.	Girls.
First year,	...	...	...	£ 10	£ 8
Second year,	...	...	...	12	12
Third year,	...	..	..	20	16

(b.) For monitors appointed under the former regulations the scale is as follows :—

—				Boys.	Girls.
First year,	...	...	...	£ 5	£ 5
Second year,	...	...	...	6	6
Third year,	...	...	...	8	8
Fourth year,	...	...	...	12	10
Fifth year,	...	...	...	18	16

151. (a.) Pupil teachers are eligible for appointment in all schools which are officially recorded as, at least, "very good," and are appointed, as a rule, from 1st September. They are selected (as far as possible in order of merit) from students who have "passed with honours" in the junior, middle, or senior grade, under the Board of Intermediate Education, not more than two years prior to their appointment as pupil teachers.

(b.) Pupil teachers are also appointed after passing an examination prescribed by the Commissioners. Candidates for this examination must be not less than fifteen

Rule 151—*continued*.

years of age and not more than eighteen on the 1st June in the year in which they seek appointment. For the programme of examination see page 130.

(c.) The managers who desire to have pupil teachers appointed to their schools should make application to the Commissioners not later than 1st July. Pupil teachers are, as far as possible, appointed to schools in the district in which they reside.

(d.) Pupil teachers, if appointed for three years, must not be employed in teaching for more than two hours in each day during the first year, and three hours in each day during the second and third years. Those appointed for two years must not be employed in teaching for more than three hours in each day during their period of service.

152. The candidates for pupil teacherships should forward their applications to the Secretaries not later than 1st June, and if they are not already qualified under rule 151 (a), they should intimate whether it is their intention to present themselves at the ensuing Intermediate examinations, or whether they propose to sit for the equivalent examination to be held by the Commissioners under rule 151 (b).

153. The period of service for pupil teachers is three years for those who have "passed with honours" in the junior grade, and two years for those who have "passed with honours" in the middle or senior grade.

154. The candidates for pupil teacherships are required to furnish satisfactory evidence of age, a certificate of character from a clergyman, and a medical certificate that they are of sound and healthy constitution, and free from any physical or mental defect likely to impair their usefulness as teachers.

155. Pupil teachers must at the end of each year of service pass a qualifying examination, conducted by the Board's inspectors, for retention during the following year. (For the programme see p. 130.) In lieu, however, of this qualifying examination they are allowed the option of presenting themselves for the Intermediate examinations.

156. (a.) The examination of pupil teachers of the final year is held at Easter in the King's scholarship programme, and those who pass this examination and who complete their service satisfactorily are eligible for appointment as assistants within three years from the termination of their service as pupil teachers.

(b.) Marks for good service are considered in connection with this examination.

157. The scale of salaries for pupil teachers is as follows :—

—	First Year.	Second Year.	Third Year.
	£	£	£
(1.) Pupil teachers who have passed with honours in the junior grade* (Boys),	18	21	23
"      "      (Girls),	14	20	25
(2.) Pupil teachers who have passed with honours in the middle or senior grade* (Boys),	24	30	—
"      "      (Girls),	20	26	—

NOTE.—Rules 133 [except 133 (a.) 1], 136, 137, 146, and 148 are also applicable to pupil teachers.

## CHAPTER XII.

### TRAINING COLLEGES.†

158. (a.) A Training college is an institution for boarding, lodging, and instructing students who are preparing to become, or are already, teachers in National or other Government elementary schools. It must include, within a convenient distance, a National school or schools, in which the students may learn the practical exercise of their profession.‡

(b.) The session of a Training college opens at latest in the week commencing with the first Monday after the 10th September in each year.

159. (a.) A Training college must have adequate accommodation in dormitories, refectory, and lecture or class rooms for at least 50 students.

(b.) The manager or correspondent of a Training college must be either a clergyman or other person of good position in society.

(c.) The report upon an application for aid to a Training college must be made by one of the chief inspectors.

(d.) The Training colleges are placed under the charge of the chief inspectors.

160. No grant is made to a Training college unless the Commissioners are satisfied with the premises, management, and staff.

\* Or the equivalent examination held by the Commissioners.

† For the regulations regarding the Reid exhibitions and the prizes in Irish for King's scholars see pp. 62 and 63.

‡ The Commissioners also recognize the training given since 1900 in the institution of the Marist Brothers in Dumfries and in that of the Presentation Brothers in Cork, and grant training certificates to members of these Orders who have undergone the full course of training in these institutions after reaching the age of seventeen years, and who have subsequently given two years' satisfactory service in the schools of their Orders. These certificates carry no claims for State aid of any kind and are recognised only so long as the teachers holding them are employed in schools belonging to the respective Orders.

161. (a.) The Commissioners make grants to a college in Marlborough-street, Dublin, under their own management.

(b.) They also make grants to Training colleges under local management.

Courses of  
training.

162. The provisions made for the training of teachers in Training colleges are as follows :—

1. a one year's course of training, open to principal and assistant teachers ;

2. a two years' course of training open to pupil-teachers, monitors, and other suitable students approved by the Commissioners, and possessing the qualifications prescribed in the programme for the King's scholarship examination ; this course is also open to principals and assistants, instead of the one year's course, provided they shall have resigned their appointments before entering the Training college ;

3. (a.) if during the attendance of a recognized teacher at any Training college for the one year's course, the local manager provides a substitute eligible for appointment as teacher under rule 76 (a) or (b), the pay of the teacher from the Commissioners is continued. (b.) Substitutes make their own terms with the managers and the teachers for whom they act, as regards the remuneration for their services, and they have no claim on the Commissioners. (c.) The employment of a substitute for a teacher in training cannot be sanctioned for a longer period than twelve months, reckoned from the date of the teacher's leaving for the Training college.

Entrance  
examination.

163. (a.) An examination of candidates in the course prescribed in the programme for the King's scholarship examination is annually held at Easter at each college, or in such other place as may be approved by the Commissioners.\*

(b.) The authorities of each college, on their own responsibility, select the candidates for admission to the examination, subject to the condition that they are more than eighteen years of age on the 1st January next following the date of the examination, or are in their final year as pupil teachers or monitors.†

164. The authorities of any college must submit, on or before the 1st February in each year, for the approval of the Commissioners, a list of the names of the candidates for the entrance examination to be held at Easter. No application can be entertained unless all the preliminary regulations are complied with.

\* For programme see schedule XVIII., p. 133.

† The maximum age on admission should not be such as to exclude the claim of the King's scholar for appointment as teacher after training under rule 78, which fixes 35 as the maximum age for such appointments.

165. (a.) The Commissioners may admit to the Marlborough-street college, and the authorities of the colleges under local management may admit to their respective colleges, subject to the approval of the Commissioners—

Qualification  
of candidates

(1.) any candidate who, on examination, has been pronounced qualified in the course prescribed in the programme for the King's scholarship examination;

(2.) without examination, any National teacher who has not previously been trained and who wishes to enter the college for a year's training, in the course prescribed for students of the second year;

(3.) without full examination, graduates and undergraduates of a university, and persons who have passed the examinations in the middle or senior grade held by the Board of Intermediate Education within two years. (A one year's course is regarded as sufficient for graduates.)

All candidates referred to in sub-head (3.) must qualify in the subjects of the King's scholarship programme which are not covered by the special courses in which they have passed.

(b.) The authorities of each college arrange their own terms of admission.

(c.) Before candidates are admitted—

(1.) the medical officer of the college must certify the state of their health to be satisfactory, and that they are free from serious bodily defect or deformity;

(2.) they must sign a declaration that they honestly intend to adopt and follow the profession of teacher in any institution referred to in rule 172\*; and

(3.) the parent or guardian of the candidate must also sign a guarantee.†

(d.) Such candidates when admitted are termed King's scholars.

(e.) A King's scholar is not eligible for employment in any capacity in a National school during the time which he may have contracted to remain as a student in a Training college, unless the Commissioners are satisfied that the infraction of the contract is justified by illness or other satisfactory cause.

166. The Commissioners recognize in the various colleges extern King's scholars, who attend the instruction given by the professors and teachers of the college, but who are not boarded or lodged on the premises.

Extern  
King's  
scholars.

These extern students must conform to all the regulations of the college except such as relate to residence.

On these conditions extern King's scholars may be admitted to the annual examinations, and may obtain training diplomas.

\* For the form of declaration see p. 70.

† For the form of guarantee see p. 70.

167. The principals of the Training colleges have absolute power to require any King's scholar to discontinue his course of training during or at the end of the first year in certain circumstances.

168. For admission to the examination for entrance to the Marlborough-street Training college, candidates are selected by the Commissioners, and must produce certificates of good character. The candidates who pass the examination are chosen in order of merit.\*

Examination  
of King's  
scholars.

169. (a.) An examination of the King's scholars is held yearly, in the month of July, at each of the Training colleges.

(b.) No candidates may be presented for examination except King's scholars in training, either as interns or as externs, throughout the college year.

170. At the end of their first year of residence, the two-year King's scholars must pass in the proscribed programme as a condition of being further retained in training.†

171. (a.) The King's scholars must pass the final examination as a condition of being recognized as trained and of receiving the diploma.† A King's scholar, however, who fails, may be allowed a second trial, on the recommendation of the principal, at the next following annual examination, on passing which the candidate is recognized as trained and as eligible to obtain the diploma on the usual conditions.

(b.) Graduates of a university need not present themselves for examination in such subjects as are covered by their university degrees.

Training  
diplomas.

172. A diploma is awarded to every ex-King's scholar who, having passed the final examination—

(a) shall have served continuously for two years as a recognized teacher in a National school, and shall, during these years, have been favourably reported on by the Inspector; or

(b) shall have been reported by the proper department, in each case, to have completed a like period of good service as teacher in public elementary schools of Great Britain, in the Army or Navy, or in Poor Law schools, certified Industrial schools, or certified Reformatories in the United Kingdom.

If, however, the teacher has not qualified for a diploma within five years from the date of leaving the Training college, no diploma can, as a rule, be awarded.

\* (a.) The resident King's scholars are boarded and lodged free of expense out of the funds provided under rule 174.

(b.) There is a time set apart daily for the King's scholars to attend to their respective religious exercises, and every facility is afforded to clergymen to impart religious instruction to the King's scholars of their own flocks. On Sundays King's scholars are required to attend their respective places of worship; and a vigilant supervision is at all times exercised over their moral conduct.

† For the programme, see schedule XVIII., p. 137.

173. Should King's scholars on the completion of training act as substitutes for teachers during the absence of the latter from their schools while in training, or be appointed as qualified lay assistants in Convent or Monastery National schools, the time so employed as substitutes or as lay assistants counts as part of the two years' probationary service for the diploma, if the service rendered is satisfactory.

174. Grants for resident King's scholars are made to each college as follows:—

(a.) a fixed grant of £50 for each man in training for one year, and of £100 for each man in training for two years;

(b.) a fixed grant of £35 for each woman in training for one year, and of £70 for each woman in training for two years;

(c.) in addition, a bonus of £10 for each man of the one year's course of training, and of £20 for each man of the two years' course of training, after two years' probationary service of a satisfactory character in the actual work of teaching; [see rule 172 (a.) and (b.)];

(d.) a bonus of £7 for each woman of the one year's course of training, and of £14 for each woman of the two years' course of training, after two years' probationary service of a satisfactory character in the actual work of teaching. [See rule 172 (a.) and (b.)]

(e.) the fixed grant to each college is paid as follows:—

An instalment of £12 (for men), or £8 (for women), is paid on 1st November, 1st February, and 1st May, for each King's scholar in residence for continuous training throughout the year. The balance is adjusted as soon as the college accounts for the year have been closed, audited, and approved by the Commissioners.

(f.) if these grants yield a surplus upon the certified expenditure, it may be applied to scholarships, prizes, the purchase of apparatus and educational appliances, or any other suitable purpose approved by the Commissioners.

(g.) should a King's scholar, owing to any exceptional cause, not complete a training session, the fixed grant is paid in proportion to the time of residence.

175. The accounts of a college must, at all times, be regularly posted up, and be ready for the inspection of the Accountant to the Commissioners, or other officer authorized by them.

176. Grants are made to the practising school or schools of a Training College on the same conditions as to other National schools, but teachers recognized in these schools prior to the

Rule 176—*continued*.

1st April, 1900, having scales of salaries better than those now fixed [see rule 108] are allowed to retain such scales as personal so long as they occupy the same positions as they did on the 31st March, 1900.

177. Teachers trained at the cost of the State must repay the cost of their training before they are allowed to enter the Civil Service. The repayments must be made in accordance with a scale sanctioned by the Treasury.\*

### CHAPTER XIII.

#### GENERAL CONDITIONS FOR RECOGNITION OF SCHOOLS AS NATIONAL SCHOOLS.

178. (1.) As conditions of aid the Commissioners must as a rule be satisfied :—

(a.) that the school has been in actual operation for at least three months under a competent teacher and with a sufficient average attendance ;

(b.) that the case is deserving of assistance, and that the school is required for the purposes of National Education ;

(c.) that there is reason to expect that the school will maintain an average daily attendance of at least twenty pupils between the ages of three and fifteen years of age ;

(d.) that such local provision will be made to supplement the teacher's emoluments from the Commissioners as they may deem necessary ;

(e.) that the school-house is suitable, in good repair, adequately furnished, and provided with proper out-offices ;

(f.) that neither the teacher nor the teacher's husband or wife nor any of their relatives, nor any other person in their interest, is the owner in whole or in part, or liable for the rent of the school-house ;

(g.) that no near relative of the patron or local manager is a member of the school staff.

(h.) Plans for new school-houses, or for extensions to existing school-houses, whether the buildings are to be erected by the aid of grant or loan, or entirely from local resources, must first receive the approval of the Commissioners.

\* Persons admitted as King's scholars to a Training college are required to repay the amount expended by the State upon their training. The sum is reducible by one-thirtieth for each year served, after the end of the training, in elementary schools.



(2.) Before the Commissioners decide upon an application for aid, they require from the inspector a report upon all the circumstances of the case.

(3.) To warrant continuance of the grants to any school the conditions (1.) (e), (f), and (g) must be strictly observed.

179.(a.) In certain cases, namely, where the means of religious instruction are not attainable by the children of a particular denomination in any National school within reasonable distance from their homes, the Commissioners are prepared to make modified grants to schools in which the average daily attendance of pupils is less than twenty; they, however, reserve to themselves the power in all cases of preventing the unnecessary multiplication of schools in any district.

(b.) When one or more schools under Protestant management and with Protestant teachers is or are in operation in any place, and with sufficient available accommodation for the Protestant children residing in the vicinity, the Commissioners decline to grant aid to any additional school under Protestant management and with Protestant teachers within a distance of less than two miles from any such school as described above, except under special conditions to be considered by the Commissioners, after due notice setting forth, as far as possible, the exceptional circumstances of the case. A similar rule applies in the case of schools under Roman Catholic management and with Roman Catholic teachers.

(c.) In the case of a vacancy in a school under Protestant management with an average daily attendance of under twenty-five and within two miles' distance of one or more schools under the management of any Protestant denomination, a new teacher must not be appointed until the Commissioners have considered a re-arrangement of the schools in the district. A similar rule applies in the case of schools under Roman Catholic management.

(d.) In the case of the amalgamation of two or more schools under Protestant management, it is desirable that the managers of the schools so united shall constitute a committee with power to appoint a local correspondent.

180. The grants made by the Commissioners to schools consist of salary, continued good service salary, and capitation payments to the teaching staffs; books, maps, charts, &c., to schools when first recognized or when structurally improved at considerable local cost; and, generally, supplies of equipment for instruction in certain subjects of the programme.

## Inscription

181. When any school is recognized, the Commissioners require that the inscription "NATIONAL SCHOOL," shall be put up in plain and legible characters on a conspicuous part of the school-house, or on such other place as may render it conspicuous to the public. In vested schools a stone should be introduced into the wall having that inscription cut upon it.

182. Persons desirous of obtaining aid from the Commissioners towards the support of a school, are furnished from the Office of National Education with the forms upon which their application must be laid before the Commissioners; and, as a general rule, grants of salary, &c., cannot commence from an earlier date than the first of the month in which such forms of application are returned to the Office.

183. The Commissioners reserve to themselves, in every case, the right to determine finally whether the payment of salaries or the grant of any other aid should be made in whole or in part, or be altogether withheld.

184. To warrant the continuance of aid, the house, premises, and furniture must be kept in sufficient repair, and the school must be conducted in all respects in a satisfactory manner, and in accordance with the rules and regulations of the Commissioners.

Ten square feet of floor space should be provided for each pupil in attendance, and new enrolments are not permitted in any school in which the number on the rolls exceeds one-sixth of the total number of square feet in the school-rooms and ordinary class-rooms, exclusive of passages, lavatories, and cloak-rooms.

185. When a school has been recognized as a school for boys or for girls solely, or as a mixed school, the sanction of the Commissioners must be obtained for a change from a boys' to a girls' school, or *vice versa*, or to a mixed school, or from a mixed school to separate schools.

186. Separate ordinary schools for boys and girls adjoining or in close proximity, and under the same management, at one or both of which there is an average attendance of less than thirty, must be amalgamated on the retirement of either principal, unless for special reasons it shall be otherwise directed.\* This rule does not apply to any boys' school the average attendance at which but for the operation of rule 127 (b) would, in the opinion of the Commissioners, be over 80.

187. In the case of applications for the recognition of boys' and girls' schools in the same locality in place of a mixed school, aid cannot be granted to separate schools unless there is satisfactory evidence that each school will have an average attendance of at least fifty pupils.

\* [For the special regulations as to the payment of the teachers where two separate boys' and girls' schools are amalgamated see schedule III. (b.) p. 61.]

188. If the building in which a school is conducted is unsuitable, a new school to replace the old one should not be provided until the Commissioners shall have considered the question of its necessity, having regard to the school accommodation in the locality.

189. As a general rule, a National school, in order to continue to be recognized by the Commissioners, must have an annual average daily attendance of at least twenty pupils between the ages of three and fifteen years.

## CHAPTER XIV.

### BUILDING, FURNISHING, AND IMPROVEMENT GRANTS FOR SCHOOL-HOUSES, &c.

190. The Commissioners award aid towards building school-houses, and providing suitable fittings and furniture, and for providing science laboratories, accommodation for instruction in cookery and laundry, workshops, &c., in certain cases. This aid is given for vested schools only.

191. Before any grant is made towards building a school-house, the Commissioners must be satisfied—

Conditions of grant.

(a.) that a necessity exists for such a school ;

(b.) that an eligible site has been procured ;

(c.) that a proper lease of the site for the purposes of National Education shall be executed either to trustees, or to the Commissioners in their corporate capacity ;

(d.) that whatever aid in addition to the grant is necessary for erecting the house and providing furniture, according to the approved plans and specifications, shall be supplied by local contribution ; and

(e.) that when the school comes into operation such local aid shall be provided in supplement of the teacher's emoluments from the Commissioners as they may deem necessary.

192. In rural districts, if the proposed site for a school is within three statute miles by road of a vested National school, no grant is made, except in special circumstances.

193. (a.) The site should be healthy, with a supply of pure water conveniently near, should be easy of access, and must be approved by the Board of Public Works. (b.) As a rule, sites should not be less than a rood or thereabouts in extent, and for large schools a greater extent may be required. (c.) The Commissioners do not contribute towards the cost of obtaining sites.

194. In cases of applications for building grants for adjoining boys' and girls' schools, grants for separate schools can not be made unless there is an average attendance of at least 50 pupils in each school.

195. Although the Commissioners do not refuse aid towards the erection of school-houses on ground connected with places of worship, yet they much prefer that they should be erected on ground which is not so connected, where it can be obtained; they therefore require that, before Church, Chapel, or Meeting-house ground is selected as the site of a school-house, strict inquiry should be made whether any other convenient site can be obtained, and that the result shall be reported to them.

196. (a.) The school premises to be vested in the Commissioners must be held either in fee-simple, or at a nominal rent; (b.) those to be vested in trustees must either be held at a nominal rent, or must be indemnified by special sureties against any liability for rent; and (c.) the lease of premises not held in fee-simple must be for such a term as, in the circumstances, the Commissioners may deem necessary.

197. The Commissioners determine what amount of school accommodation should be provided in the proposed building; and the cost of the house, &c., is determined by the number of children which it is intended to accommodate. (For the special regulations concerning building, furnishing, and improvement grants, see schedule XV., p. 80.)

LOANS.

198. Loans for the erection of non-vested school-houses, Training colleges, and teachers' residences are made by the Board of Public Works on the recommendation of the Commissioners. Grants may also be made towards the erection of a teacher's residence. (For the special regulations see schedule XVI., p. 84, and schedule XVII., p. 86.)

199. Under the Irish Education Acts, 1892 and 1893, sites for school-houses or teachers' residences may be compulsorily acquired, under prescribed conditions.

## CHAPTER XV.

### ELEMENTARY EVENING SCHOOLS.

200. The Commissioners consider applications for grants to evening schools from managers of National schools, committees, or other suitable persons, on condition that these schools shall not receive aid from any other public department

## Rule 200—continued.

for the same work, and that they shall be subject to the general rules of the Commissioners, except in so far as the general rules may be modified by these special rules.

No grants may be claimed under these regulations on account of any student in respect of whom grants are claimable under the regulations of the Department of Agriculture and Technical Instruction for the administration of the Science and Art grants for schools other than day secondary schools.

201. (a.) Evening schools must not meet before 4 p.m., except on Saturday, when the meetings must not take place before 2 p.m.

(b.) A meeting must be of at least two hours' duration.

(c.) The time of a meeting must be devoted exclusively to secular instruction.

202. There must be 70 meetings in a session to warrant the full payment of the fee allowed (see 203 (b)). If through exceptional causes, a school meets less often, a *pro rata* payment may be made, provided that the total number of meetings is not less than 45. Notice of intention to shorten the session to less than 70 meetings must be given as early as possible before the proposed date of closing, so as to allow the Commissioners time to inquire into the exceptional causes. Only one session of an evening school can be held within twelve months, and only four meetings of a school can be held in any week.

203. (a.) The minimum average attendance entitling a school to the payment of the grant and to continued recognition is 10.

(b.) The average attendance is calculated by dividing the total number of complete attendances made by eligible pupils (rule 207) during the school session by the number of meetings. A pupil's attendances cannot be included in calculating the average attendance unless he has been present during at least 12 meetings of the class. For each unit of the average attendance the manager or committee of the school may be allowed a fee of 17s. 6d. or of 15s. The rate of the fee may be reduced at the discretion of the Commissioners. No higher fee than 12s. 6d. is paid unless at least 25 per cent. of the pupils in attendance are successfully taught two or more of the subjects specified as additional subjects in rule 209 (a).

(c.) The rate of the fee is determined as a rule by the report of the inspector on the school at the end of the session. Payment at the rate of 17s. 6d. is granted only where the report is specially satisfactory.

(d.) The payment of the grants is made after the end of each session.

**Premises.**

204. The school must be held in suitable premises having sufficient accommodation, suitably lighted and heated when necessary. Schools are not recognized in teachers' residences, nor if situated in remote places difficult of access from a public road.

**Teachers.**

205. (a.) The managers or the committees employ the teachers and arrange the amount of their remuneration.

(b.) The teachers may be persons (lay or clerical) over 18 years of age, approved as qualified by the inspectors. Teachers who have retired from the service on retiring allowances are not eligible as teachers of evening schools. A teacher of a day National school can be recognized as teacher of only one evening school. If his day school is not efficiently conducted, he cannot be recognized as a teacher of an evening school.

(c.) The Commissioners determine as to the adequacy of the staff. As a rule, no teacher in an evening school should have charge of more than thirty pupils.

206. As a rule, no evening school can be attended by pupils of both sexes. On the application of the manager leave may be given in exceptional cases for the attendance of both sexes at an evening school.

**Pupils.**

207. Persons over fourteen years of age, children excused from attendance at school under the provisions of the Irish Education Act of 1892, and children unable to attend day schools, are eligible as pupils of an evening school. No person can be recognized as a pupil of more than one evening school at the same time, nor can any pupil in actual attendance at a day National school be recognized as a pupil of an evening school for the purposes of payment. Persons not included in those defined as eligible pupils may attend evening schools, but cannot be taken into account in the calculation of the average attendance.

**Time-table,  
registers,  
and roll  
books.**

208. (a.) A time table for each school must be drawn up and submitted for approval.

(b.) Registers and roll books, approved by the Commissioners, must be kept. The rolls must be completely marked before the termination of the first quarter hour of each meeting. The attendance mark must be cancelled if any pupil leaves before the end of a meeting. The registers and rolls must be checked and certified in the schoolroom during the time of a meeting, at least once a month, by the manager or by some suitable person deputed by the manager or by the committee.

(c.) The school must be at all times open to inspection by the Commissioners or their officers.

209. (a.) Any of the elementary subjects taught in all day *Subjects of*  
National schools may be taught in evening schools, together *instruction.*  
with the following additional subjects :—

Advanced arithmetic and algebra.  
Geometry and mensuration.  
Irish.  
French.  
Latin.  
Shorthand and typewriting.  
Elementary science.  
Model drawing.  
Geometrical drawing.  
History of Great Britain and Ireland (a period of).  
Cookery.  
Book keeping.  
Lessons in Health and Habits.

(b.) A syllabus of the subjects to be taught in each evening school must be submitted for approval at the commencement of the session.

(c.) At least two subjects should be taught in each evening school, but not necessarily at each meeting. Reading, writing, and arithmetic must be taught in every evening school to such pupils as are not already qualified in these subjects. No payment is allowed in respect of any pupil who is taught other subjects only, unless the inspector is satisfied that the pupil has a sufficient elementary knowledge of reading, writing, and arithmetic.

210. No political or polemical business, or business other than that laid down in the approved time table of the school, must be transacted during the time of meeting.

211. (a.) Evening schools must not be conducted for the private profit of the manager or committee. All the state grant must be expended on the schools and teachers.

(b.) The managers must submit a satisfactory return of the expenditure at the end of the school session.

(c.) The scale of fees (if any) to be charged to the pupils must be submitted to the Commissioners for approval.

212. Evening schools are supplied with books, &c., on the same conditions as day National schools.

213. (a.) The Commissioners may whenever they think fit, withdraw their grants from any evening school.

Rule 213—*continued*.

(b.) The continuance of the grants depends on the observance of the foregoing conditions and on the nature of the inspector's report at the end of a school session.

214. In evening schools where Irish is successfully taught book prizes may be awarded to the pupils for proficiency in that subject on the conditions set forth in schedule I., page 59.

P. E. LEMASS.

W. J. DILWORTH.

} *Secretaries.*

OFFICE OF NATIONAL EDUCATION,  
DUBLIN : *June*, 1908.



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## SCHEDULE I.

SPECIAL PROVISION FOR INSTRUCTION IN IRISH IN  
NATIONAL SCHOOLS AND TRAINING COLLEGES.

## 1.—IRISH AS AN EXTRA SUBJECT IN NATIONAL SCHOOLS.

*(For the programme see page 123.)*

Fees may be paid for Irish taught as an extra subject to pupils of the third and higher standards according to the following scale:—

For pupils enrolled in the third standard 3s. per unit of the average attendance at the Irish lessons.

For pupils enrolled in the fourth standard 6s. per unit of the average attendance at the Irish lessons.

For pupils enrolled in the fifth standard 9s. per unit of the average attendance at the Irish lessons.

For pupils enrolled in the sixth and higher standards 12s. per unit of the average attendance at the Irish lessons.

The course of instruction is set forth in the "Programme of Instruction for National Schools," and any proposed alternative courses of instruction must receive the sanction of the Commissioners before they are adopted.

A fee cannot be paid for the same pupil more than once in the same course.

If a pupil enrolled in the fourth or higher standards receives instruction in the course for a lower standard only the rate of fee for the lower standard can be paid.

At least forty extra hours' instruction must be given, and the teaching of the extra branch must continue throughout the entire school year.

Extra instruction must be given before or after the hours constituting an attendance; but see note to Rule 123.

The fees may be reduced or withheld at the discretion of the Commissioners.

Every teacher of Irish is required to produce a certificate or other satisfactory proofs of his competency to teach the subject.

Irish cannot be taught by the ordinary staff in any school in which the work done in the other school subjects does not show merit.

A special roll for each standard must be kept and the roll must be marked each day before instruction in the extra subject begins.

No fee for Irish as an extra subject is payable for any pupil of a "bilingual" school for whom a fee has been paid.

2.—IRISH IN SCHOOLS WHERE THE BILINGUAL PROGRAMME HAS BEEN  
SANCTIONED BY THE COMMISSIONERS.*(For the bilingual programme see page 119.)*

The use of the bilingual programme may be permitted only—

(1) If the home language of the majority of the pupils is Irish;

(2) If the teacher can speak Irish fluently;

(3) If instruction through the medium of English will be given to any exclusively English-speaking pupils whose parents desire it.

In schools in which the bilingual programme is adopted, Irish should be mainly the medium of instruction for the junior standards (I. to III.), and English mainly for the higher.

The merit of the teaching is judged by the proficiency both in Irish and English, the former being the main factor in the case of the junior classes, and the latter in the case of the higher.

Permission to use the bilingual programme is withdrawn if the school declines in usefulness under bilingual conditions, or, if the recognized Irish-speaking teacher leaves, unless his successor satisfies the condition as to knowledge of Irish.

A fee of 4s. may be paid for each unit of the average attendance of pupils receiving bilingual instruction in schools classified as "fair," as a result of the annual inspection, of 6s. in schools classified as "good," of 8s. in schools classified as "very good" or "excellent."

## 3.—IRISH IN RECOGNIZED TRAINING COLLEGES.

Prizes not exceeding thirty in number may be awarded annually to King's scholars who, at the close of their final year of training, pass the examination generally and obtain a certificate of competency to teach Irish.

No teacher already "certificated" in Irish is eligible for a prize.

A prize is not awarded to any student who does not display adequate colloquial knowledge of Irish.

If more than thirty King's scholars satisfy the required conditions, the prizes are awarded to the best answerers, irrespective of what college they have attended.

The prize for each King's scholar is £5. A sum of £10 may also be awarded to every teacher who has obtained a prize of £5 as a King's scholar at the final examination for King's scholars, and who is thereafter reported to have shown high merit in the teaching of Irish for two consecutive years in a National school.

## 4. REGULATIONS GOVERNING THE GRANTS MADE TO COLLEGES FOR THE TEACHING OF IRISH.

The special colleges for the teaching of Irish must have a course of at least four weeks, comprising instruction for not less than eighty hours, under teachers whose competency is certified by some recognized authority.

The number of students under any one teacher may not exceed 25.

A record of the students' attendances must be kept according to a prescribed form, and the time table of the college, the programme of studies, and the list of professors must be submitted for approval.

Any student who absents himself from classes, except owing to illness or other reasonable cause, is not recognized as eligible to earn payment for the college.

No student is paid for if he fails to attend three-fourths of the lessons, but if his absence is owing to illness the Commissioners may allow him to receive supplemental lessons sufficient to secure payment.

A qualified substitute may be employed by the teacher of a National school during his attendance at any of these classes, and the service of a substitute is recognized as service given by the teacher.

No student who is already certificated in Irish by the Board will be paid for unless special sanction to attend the course has been obtained from the Commissioners.

At the end of the courses the professors of the several colleges examine the teachers who have attended and submit the results for the consideration of the Commissioners.

Those who pass this examination are registered as qualified to teach "Irish as an ordinary or extra subject," and those who reach a sufficiently high standard are registered as competent to take charge of a bilingual school.

A payment of £5 is made to the college for each teacher who passes the examination, and who subsequently teaches Irish satisfactorily in a public school for one year.

## 5.—IRISH IN EVENING SCHOOLS.

In evening schools where Irish is successfully taught book prizes may be awarded to the pupils for proficiency in that subject on the following conditions:

(a.) no prize can be awarded for any pass in a lower programme than that prescribed for the fourth standard in day schools;

(b.) no prize can be awarded unless the number of pupils learning such programme, and presented for examination, is at least five, and unless the proficiency in Irish is pronounced good;

(c.) in the case of a school in which the number of pupils presented for examination is not less than five and not more than nineteen the prizes cannot exceed £1 in total value.

(d.) in the case of a school in which the number of pupils presented for examination is at least twenty, the prizes cannot exceed £2 in total value.

(e.) No prizes are awarded unless the evening school has been in operation for the complete session of 70 meetings, as prescribed in Rule 202.

## SCHEDULE II.

## WORKMISTRESSES, JUNIOR LITERARY ASSISTANTS, AND INDUSTRIAL TEACHERS.

(No new appointments are made.)

1. Workmistresses in the service on the 1st April, 1900, may continue to be employed for the purpose of giving instruction in needlework so long as

- (1.) the average attendance of girls does not fall below 20; \*†
- (2.) a mistress is not employed in the school.

2. Workmistresses are required to attend for only two hours a day, and, if competent, they must assist the teachers generally in conducting the school during the time they are not employed in giving instruction in needlework.

3. Salary is withdrawn from junior literary assistants and workmistresses under the same conditions as those laid down in the case of assistants.

4. (a) So long as an industrial teacher is employed in any school, such teacher is charged with the general supervision of the entire industrial education in the school, including the plain needlework, &c., prescribed in the programmes of the several standards, and is personally responsible for the efficient instruction and training of a special industrial class, composed of extern young women, and of such pupils as may have passed through the ordinary literary course of the school.

(b.) Each member of the special industrial class must be engaged in receiving industrial instruction daily for such time as in consideration of the nature of the industry pursued, may be deemed adequate.

(c.) The recognition of a special industrial teacher does not relieve the ordinary mistresses of the school from the obligation of giving efficient practical instruction, under the supervision of the special industrial teacher, in plain needlework, &c., to the pupils of the school.

(d.) To warrant the continued recognition of a special industrial teacher, there must be a separate workroom, suitably furnished, and used for the instruction of the special industrial class.

(e.) In every industrial department a separate roll book and separate daily report book must be kept for the special industrial class.

5. Industrial teachers in the service prior to the 1st April, 1900, having incomes from the State greater than those now fixed for junior assistant mistresses will retain such incomes as personal, so long as they may remain in their present schools.

\* If an assistant master is employed in the school there must be an average of at least 70 to warrant the continued recognition of a workmistress.

† For workmistresses in the service on 1st October, 1898, the number which qualifies for continued recognition is 12 so long as they continue in the school in which they were then serving.

## SCHEDULE III.

## (a). REGULATIONS RESPECTING PAYMENTS TO TEACHERS.

1. The school returns furnished in connection with the claims for payment of salaries must be examined and checked by the manager, and the certificate printed at the foot of such returns must be signed by him without alteration.

2. If the manager finds it necessary to be absent from the locality for an interval, previously to his leaving some suitable person resident in the locality should be nominated for the approval of the Commissioners as "manager pro tem." Otherwise, delays in the payment of salaries may take place.

3. Where the payment of the teacher's claim would otherwise be delayed owing to the illness, death, or removal of the recognized manager, or to other exceptional causes, the amounts due may be paid through the inspector, or through any respectable resident, approved by the Commissioners, who will undertake to certify and sign the usual returns to be furnished for the school.

4. Every claim for the salary must be signed by the teacher who is to receive the amount therein specified, and unless in exceptional circumstances it must also be certified by the manager of the school.

5. Whenever a manager advances money to a teacher on account of salary payable by the Commissioners of National Education, he should take a receipt for the same (stamped if the amount be £2 or upwards), stating that it is on account of such salary, in order to have a proper voucher to produce to the Office of National Education for repayment.

6. If a teacher leave a National school and authorize the manager or some other person to receive payment of money accruing to him from the Commissioners, such authority must be given in writing, or the amount will not be paid.

7. Incoming teachers receive salary only from the date of commencing duty, subject in regard to payment for days of current vacation, &c., to the decision of the Commissioners.

8. If a teacher die intestate, or if letters of administration be not taken out, payment may be made to the next-of-kin on a declaration being made before a magistrate on a form that will be supplied to the applicant, that he or she is the next-of-kin, and is entitled to receive any balance of pay awarded to the deceased, and, further, that the whole amount due to the deceased from public funds does not exceed £100.

## (b.) SPECIAL REGULATIONS RESPECTING PAYMENT TO TEACHERS OF BOYS' AND GIRLS' SCHOOLS WHICH HAVE BEEN AMALGAMATED.

Where two separate boys' and girls' schools are amalgamated and the principal of the separate girls' school is retained as assistant in the amalgamated school, grants for such assistants are available even though the average attendance should not be 50.

Salary is not withdrawn from the privileged assistant on account of insufficient average attendance.

The residual capitation grant is distributed as follows:—

Principal (i.e. the School Master). 1-60 (Boys only).	Privileged Assistant (i.e. the School Mistress). 1-60 (Girls only).	II. Assistant.  1-36 of the remaining Boys and Girls.	III. Assistant.  1-36 &c., &c.
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The privileged assistant receives a salary independent of residual capitation grant not less than the salary which she was in receipt of as principal of the separate school before the amalgamation, and her privileges as regards increments, &c., are continued when recognized as privileged assistant in the amalgamated school.

The principal teacher of the combined school is eligible for promotion and increments on the total average attendance of boys and girls.

## SCHEDULE IV.

## PREMIUMS FOR TEACHERS, REID EXHIBITIONS AND PRIZES, AND PRIZES IN IRISH.

*Carlisle and Blake Premiums.*

1. The Commissioners of National Education are empowered to allocate to the teachers of ordinary National schools the interest accruing from certain funds at their disposal in premiums, to be called "The Carlisle and Blake" Premiums. Teachers of Model schools, Convent schools, or other special schools are not eligible for these premiums.

2. The interest from the accumulated funds available for premiums will be distributed in premiums of £5 each—one for the most deserving principal teacher in each of the circuits every year, upon the following conditions:—

(a.) that the average attendance and the regularity of the attendance of the pupils are satisfactory;

(b.) that a fair proportion of the pupils have passed in the higher standards;

(c.) that, if a boys' or mixed school, taught by a master in a rural district, the elements of the sciences underlying agriculture are fairly taught to the boys of the senior standards; and, if a girls' school (rural or town), needlework is carefully attended to;

(d.) that the state of the school has been reported during the previous two years, as satisfactory in respect of efficiency, moral tone, order, cleanliness, discipline, school accounts, supply of requisites, and observance of the Commissioners' rules.

3. No teacher is eligible for a premium more frequently than once in five years.

4. The names of the teachers to whom premiums are awarded are published in the Annual Report of the Commissioners.

*Worship Premiums.*

Marlborough-street Training college.

The annual interest on £100, bequest of the late Rev. W. T. Worship, Rector of Beeston, Norfolk, is allocated by the Commissioners as premiums to those two of the King's scholars sent up for training who shall, upon examination by the professors, appear best prepared for entering on the course of training in the Commissioners' college, Marlborough-street.

*Reid Exhibitions.*

The trustees of the will of the late R. T. Reid, Esq., M.D., of Bombay, in pursuance of the express stipulations of the testator, have authorized the Commissioners of National Education to apply £90 a year out of the proceeds of his bequest to the maintenance of two Reid exhibitions in Trinity College, Dublin, of the value of £40 each, to enable students of the County Kerry, who have successfully passed the final examination at the close of their course of training in the Marlborough-street Training college, to matriculate in Trinity College, and to pass on without dropping a year, to the degree of Arts.

The recommendations of candidates for the Reid exhibitions, Trinity College, are made by the professors of the Marlborough-street Training college.

*Prizes for Irish—King's Scholars.*

Prizes, not exceeding thirty in number, may be awarded annually to King's scholars, who, at the close of their final year of training, pass the examination generally and obtain a certificate of competency to teach Irish.

No teacher already "certificated" in Irish is eligible for a prize.

A prize is not awarded to any student who does not display adequate colloquial knowledge of Irish.

If more than thirty King's scholars satisfy the required conditions, the prizes are awarded to the best answerers, irrespective of what college they have attended.

The prize for each King's scholar is £5.

A sum of £10 may also be awarded to every teacher who has obtained a prize of £5 as a King's scholar at the final examination for King's scholars, and who is thereafter reported to have shown high merit in the teaching of Irish for two consecutive years in a National school.

*Reid Prizes.*

The trustees of the Will of the late R. T. Reid, Esq., LL.D., of Bombay, who bequeathed £9,435 towards the advancement of education in the County Kerry (his native county), have authorized the following scheme of prizes to be awarded out of the proceeds of the bequest by the Commissioners of National Education. Monitors,  
Co. Kerry

The Reid Prizes are awarded to the six best answerers amongst the male monitors of the National schools of the County Kerry, at examinations held at the end of their third\* and fifth\* year of service, provided that the answering in every case shall be of a satisfactory character. The following is the scale of prizes:—

(a.) AT END OF MONITOR'S THIRD YEAR OF SERVICE:—				(b.) AT END OF MONITOR'S FIFTH YEAR OF SERVICE:—			
First Prize,	.	.	£20	First Prize,	.	.	£25
Second ..	.	.	12	Second ..	.	.	22
Third ..	.	.	10	Third ..	.	.	20
Fourth ..	.	.	14	Fourth ..	.	.	18
Fifth ..	.	.	12	Fifth ..	.	.	16
Sixth ..	.	.	10	Sixth ..	.	.	14
			<u>£90</u>				<u>£116</u>

\* Monitors appointed for a term of three years under provisions of Rule 129 are examined for these Prizes at the end of their first and third year of service respectively.

## SCHEDULE V.

## RELIGIOUS INSTRUCTION.

The following is the form of certificate book:—

Roll No. \_\_\_\_\_ School \_\_\_\_\_ County \_\_\_\_\_  
 Name of teacher who gives religious instruction \_\_\_\_\_  
 Religious denomination of do. \_\_\_\_\_

## CERTIFICATE OF PARENT OR GUARDIAN.

[In case a parent or guardian should wish his child to receive religious instruction from a teacher who is of a religious denomination different from that of the child, or from a teacher who gives any religious instruction different from that which is in accordance with the creed of the child, the following certificate is appointed for use by such parent or guardian.]

I, (1) \_\_\_\_\_, being the (2) \_\_\_\_\_ of (3) \_\_\_\_\_, who is registered by me as (4) \_\_\_\_\_ in the school register of the (5) \_\_\_\_\_ National School, hereby certify that it is my desire that the said (6) \_\_\_\_\_ shall receive instruction in (7) \_\_\_\_\_ during the time set apart for religious instruction.

Signature of parent or guardian, (8) \_\_\_\_\_

Witness, if signed by "mark," \_\_\_\_\_

Dated \_\_\_\_\_ day of \_\_\_\_\_, 19\_\_\_\_.

## CERTIFICATE OF TEACHER.

I hereby certify that before (9) \_\_\_\_\_ signed the above certificate, I read aloud to (10) \_\_\_\_\_ the following rule of the Commissioners of National Education:—

"No pupil who is registered by his or her parents or guardians as a Protestant can be permitted to remain in attendance during the time of religious instruction in case the teacher giving such instruction is a Roman Catholic; and no pupil who is registered by his or her parents or guardians as a Roman Catholic can be permitted to remain in attendance during the time of religious instruction in case the teacher giving such instruction is not a Roman Catholic. And further, no pupil can be permitted to remain in attendance during the time of any religious instruction to which his or her parents or guardians object.

"Provided, however, that in case any parent or guardian shall express a desire that the child should receive any particular religious instruction, and shall record such desire in the certificate book provided for that purpose in the school, this prohibition shall not apply to the time during which such religious instruction only is given.

"The parent (the father if possible) or guardian must append his name or mark to the entry in the book, and the signing of this certificate must in all cases be the spontaneous act of the parent or the guardian of the pupil. The certificate book must not be removed from the schoolroom, and should be submitted to the Inspector whenever he visits the school."

And I further certify that I believe when the said (11) \_\_\_\_\_ signed the above certificate (12) \_\_\_\_\_ had a full apprehension of the meaning and force of the rule, and also of the true intent and object of the certificate.

Signature of Teacher \_\_\_\_\_

Dated \_\_\_\_\_ day of \_\_\_\_\_, 19\_\_\_\_.

## CERTIFICATE OF INSPECTOR.

I hereby certify that I have examined the certificate of (13) \_\_\_\_\_ and also of the teacher (14) \_\_\_\_\_ above set forth, and that I am satisfied as to the genuineness of each.

Signature of Inspector \_\_\_\_\_

Dated \_\_\_\_\_ day of \_\_\_\_\_, 19\_\_\_\_.

(1) Insert the name of the parent or guardian who makes the certificate.

(2) Insert the relationship of the parent or guardian; as—"father," "mother," "aunt," &c.

(3) Insert the name of the pupil. (4) Insert the registered religion of the pupil.

(5) Insert the name of the National School. (6) Insert the name of the pupil again.

(7) Insert in full the nature of the religious instruction, as—The Holy Scriptures in the "Authorized" Version—The Roman Catholic catechism—The Protestant catechism, &c., &c. This is to be written by the parent or guardian; but in case the parent or guardian cannot write, it may be written by the teacher.

(8) The parent or guardian should here inscribe his or her name. If the parent or guardian be unable to write his or her name, he or she is to sign by a mark; but this mark must be witnessed by some respectable third party.

(9) Insert the name of the parent or guardian. (10) Insert "him" or "her."

(11) Insert the name of the parent or guardian. (12) Insert "he" or "she."

(13) Insert the name of the parent or guardian. (14) Insert the name of the teacher.



## SCHEDULE VI.

*School Grant (Irish Education Act, 1892.)*

The following are rules for administering the Parliamentary school grant under the 18th section and 4th schedule of the Irish Education Act, 1892, 55 and 56 Vic., ch. 42 :—

1. The average rate of school-fees for the year 1891 is computed by taking the school-fees received during that year for subjects taught either wholly or partly within the ordinary school hours from pupils of over 8 and under 15 years of age, and dividing these fees by the average daily attendance for that year of pupils within these ages.

2. In schools where the average rate of school-fees received from children of over 8 and under 15 years of age, during the year 1891, was not in excess of six shillings for each child of the number of such children in average attendance, no school-fee is chargeable to any such child for any subjects taught either wholly or partly within the ordinary school hours.

3. School-fees may be charged to pupils of 15 years of age and upwards.

Fees may also be charged to children under 15 years of age for extra or optional subjects taught wholly outside the ordinary school hours; but in no circumstances may fees for extra or optional subjects be charged to such children, even though the instruction is given wholly outside the ordinary school hours, if the payment is to be a condition of admission to the school.

4. In schools where the average rate of school-fees, during the year 1891, was in excess of six shillings for each child of the number of children between 8 and 15 years of age, in average daily attendance, fees may be charged to such children; but the total amount of fees shall not be such as to make the average rate of fees for all children in average attendance at the school, exceed for any year the amount of the said excess. Fees for any subjects taught either wholly or partly within the ordinary school hours, are held to be school fees for purposes of this rule, and must be included in determining the average rate charged.

5. In respect of school-fees, no scale of fees shall be altered or fixed except with the approval of the Commissioners. And should the application of the scale sanctioned for any school result in the levy of an average fee in excess of the authorized limit, such excess should be refunded to the parents or guardians.

6. All schools brought into connexion as National schools on or after the 1st January, 1892, shall, if receiving the school grant, be free of school-fees for pupils over 8 and under 15 years of age.

7. Evening schools are excluded from the benefit of the school grant.

8. Payment shall be made subject to the existing rules and regulations of the Commissioners in respect of average daily attendance of pupils, as provided in the first clause of the fourth schedule, viz. :—

(a.) in augmenting by 20 per centum the existing rate of class salaries of teachers and of salaries of assistant teachers, and

(b.) in augmenting by three shillings and sixpence the capitation grant to schools receiving such grants and not having teachers paid by class salaries; the latter augmentation to be an augmentation of the ordinary capitation grants as computed under the rules of the Commissioners, existing at the time of the passing of the Act, in respect of average daily attendance.

9. (a.) The bonuses for assistants under the second clause of the fourth schedule shall be annually granted to all assistants of five years' standing or over who are classed higher than third class.

(b.) In case of interrupted service as assistant, if the period of interruption be spent as principal teacher, such service may count for bonus.

10. Schools that have an average daily attendance of twenty and under thirty pupils over 8 and under 15 years of age, are recognized and aided, under the third clause of the fourth schedule, as schools entitled to "third class salary," &c.

11. The payment of the residue under the fourth clause of the fourth schedule is to be made on the average daily attendance, computed on attendances of pupils over 8 and under 15 years of age.

12. The unit of distribution of the residue shall be found by dividing the estimated residue as nearly as possible by the aggregate average daily attendance of pupils over 8 and under 15 years at schools receiving the school grant.

Fractions of a penny to be omitted.

13. The average daily attendance at the schools receiving the school grant shall, for the purposes of the residual capitation grant, be the average daily attendance for the periods to which the payments respectively relate.

14. (a.) The twenty per cent. increase under the first clause of the fourth schedule shall be computed on the class-salary portion of the salaries of principals and assistants of Model and practising schools.

(b.) The bonuses, under the second clause of the fourth schedule, shall be annually granted to all assistants in such schools of five years' service and over.

(c.) The general rules determining the average rate of excess-fee, if any, shall be applied in the case of those schools.

(d.) The school fees of Model schools are distributed on a basis specially determined by the Commissioners.

## SCHEDULES VII.

## FORMS OF AGREEMENT.

## AGREEMENT BETWEEN MANAGERS AND TEACHERS (PRINCIPALS AND ASSISTANTS).

The following are the four forms of agreement provided by the Commissioners :—

## FORM No. 1.

MEMORANDUM OF AN AGREEMENT made the                      day of                      , 19                      ,  
between                      local manager of the                      school (hereinafter called  
the manager) of the one part, and                      teacher of the said school  
(hereinafter called the teacher) of the other part :

I. The manager agrees to employ the teacher as the                      teacher of the                      school, from the                      day of                      , 19                      , henceforth until the expiration of three calendar months from the date at which notice in writing shall have been given by either side to the other to determine the said employment.

II. The manager shall have absolute power to determine the said employment, at any time, without previous notice, on payment by him to the teacher of three months' grade salary.

III. The manager shall also have power to determine the said employment, without previous notice, for misconduct or other sufficient reason; but in every case of such determination the teacher shall be entitled to three months' grade salary, to be paid by the manager, unless such manager shall obtain the declaration of the opinion of the Commissioners of National Education, that such determination of employment was for sufficient cause, in which latter case the teacher shall not be entitled to any compensation.

IV. In the event of the employment being determined by the manager on the ground of misconduct or other sufficient reason (under Article III.), the opinion of the Commissioners of National Education that such determination was or was not justified shall be conclusive and final to all intents and purposes, and a letter to that effect, signed by the acting Secretaries or Secretary of the Commissioners, shall be conclusive evidence between the parties of such opinion.

V. In case the teacher shall determine the said employment at any time without giving three calendar months' notice as hereinbefore provided (except for good and sufficient reason testified by the opinion of the Commissioners, and evidenced by a letter signed as above mentioned), he shall forfeit any salary and emoluments or any part of such salary and emoluments, then due to him, as the Commissioners may order.

VI. The duties of the teacher shall be such as are in accordance with the rules of the Commissioners.

VII. The salary and emoluments of the teacher are as follows :—

*[Here insert the salary and emoluments.]*

NOTE.—Any entry in either of these forms of agreement at variance with the spirit and conditions of rule 106 (c), will render the agreement invalid. The responsibility of a manager under an agreement ceases from the date of his retirement from the office of manager, or the withdrawal of salary from the teacher by the Commissioners.

## FORM No. 2.

MEMORANDUM OF AN AGREEMENT made the            day of           , 19           ,  
between            local manager of the            school (hereinafter called  
the manager) of the one part, and            teacher of the said school  
(hereinafter called the teacher) of the other part :

I. The manager agrees to employ the teacher as the            teacher  
of the            school, from the            day of           , 19           , henceforth until the  
expiration of three calendar months from the date at which notice in  
writing shall have been given by either side to the other to determine the  
said employment.

II. The manager shall have absolute power to determine the said em-  
ployment at any time without previous notice to the teacher; but in  
every such case (not coming under Article III.) he shall be bound to  
pay to the teacher three months' grade salary, recoverable as a debt.

III. The manager shall also have power to determine the said em-  
ployment, without previous notice, for misconduct or other sufficient  
reason; in which case the teacher shall not be entitled to any compen-  
sation.

IV. In case the teacher shall determine the said employment at any  
time without giving three calendar months' notice, as hereinbefore pro-  
vided (except for good and sufficient reason), he shall pay to the  
manager three months' grade salary, recoverable as a debt.

V. The duties of the teacher shall be such as are in accordance with  
the rules of the Commissioners.

VI. The salary and emoluments of the teacher are as follows:—

*[Here insert the salary and emoluments.]*

NOTE.—Any entry in either of these forms of agreement, at variance  
with the spirit and conditions of rule 106 (c), will render the agree-  
ment invalid. The responsibility of a manager under an agreement  
ceases from the date of his retirement from the office of manager, or of  
the withdrawal of salary from the teacher by the Commissioners.

## FORM No. 3.

MEMORANDUM OF AN AGREEMENT made the            day of           , 19           ,  
between            local manager of the            National school  
(hereinafter called the manager) of the one part, and            teacher of the said school (hereinafter called the teacher) of the  
other part :

I. The manager agrees to employ the teacher as            teacher  
of the            school, from the            day of           , 19           , henceforth until the  
expiration of three calendar months from the date at which notice in  
writing shall have been given by either side to the other, to determine  
the said employment; provided that such notice on the part of the  
manager shall be countersigned by           , hereinafter called the referee.

II. The manager, with the written concurrence of the referee, shall  
have power to determine the said employment at any time without pre-  
vious notice to the teacher; but in every case of dismissal without three  
months' notice, the manager shall be bound to pay to the teacher three  
months' grade salary, unless the manager shall obtain the declaration of  
the opinion of the Commissioners of National Education, that such deter-  
mination of employment be for misconduct or other sufficient cause, in  
which case the teacher shall not be entitled to any compensation.

III. In the event of the employment being determined on the ground of misconduct or other sufficient cause, the opinion of the Commissioners that such determination was or was not justified shall be final to all intents and purposes, and a letter, signed by the acting Secretaries or Secretary of the Commissioners, shall be conclusive evidence between the parties of such opinion.

IV. In case the teacher shall determine the said employment at any time without giving three calendar months' notice (except with the consent of the manager, or for such cause, as in the opinion of the Commissioners evidenced by a letter signed as above mentioned, shall be sufficient), he shall forfeit to the manager an amount equal to three months' grade salary, which may be deducted from any moneys payable to him by the Commissioners at the time or subsequently.

V. The duties of the teacher shall be such as are in accordance with the rules of the Commissioners.

VI. The conditions endorsed hereon shall form part of this agreement.\*

VII. The salary and emoluments of the teacher are as follows:—  
[Here insert the salary and emoluments.]

#### FORM No. 4.

MEMORANDUM OF AN AGREEMENT made the       day of       , 19       ,  
between       local manager of the       National school  
(hereinafter called the manager) of the one part, and  
teacher of the said school (hereinafter called the teacher) of the  
other part:

I. The manager agrees to employ the teacher as       teacher of the       school, from the       day of       19       , henceforth until the expiration of three calendar months from the date at which notice in writing shall have been given by either side to the other to determine the said employment; provided that such notice on the part of the manager shall be countersigned by       , hereinafter called the referee.

II. The manager, with the written concurrence of the referee, shall have power to determine the said employment at any time without previous notice to the teacher; but in every case of dismissal without three months' notice, the manager shall be bound to pay to the teacher three months' grade salary, unless such determination of employment be for misconduct or other sufficient cause, in which case the teacher shall not be entitled to any compensation.

III. In case the teacher shall determine the said employment at any time without giving three calendar months' notice (except with the consent of the manager or for such cause as the referee shall deem sufficient), he shall forfeit to the manager an amount equal to three months' grade salary, which may be deducted from any moneys payable to him by the Commissioners of National Education at the time or subsequently.

#### \* CONDITIONS OF AGREEMENT.

1. Any addition to, or modification of, this form of agreement at variance with any of the rules and regulations of the Commissioners, shall be invalid.

2. The responsibility of a manager under this agreement ceases from the date of his retirement from the office of manager, or of the withdrawal of salary from the teacher by the Commissioners.

3. In the case of schools under clerical managers, and in all other cases where such an arrangement is desired, the Commissioners will be prepared to recognize as referee the Ordinary or other ecclesiastical Superior, for the time being, of the diocese or district in which the school is situated. When the title only (omitting the name) of such referee is entered, the religious denomination of the referee should be stated.

4. The Commissioners of National Education themselves may be named as the referee.

5. The referee may be one or more individuals, or a committee or other body of persons, named for the purpose in the agreement, and recognized by the Commissioners. In future neither teachers nor managers are to be recognized as referees except in the case of the persons or bodies mentioned in the conditions endorsed on the forms of agreement Nos. 3 and 4.

6. When the referee has been appointed under condition 5, the manager and teacher, on the occurrence of a vacancy in the office of referee, should enter into a new agreement, and until this is done the Commissioners of National Education shall have all the powers of the referee.

IV. The duties of the teacher shall be such as are in accordance with the rules of the Commissioners.

V. The conditions endorsed hereon shall form part of this agreement.\*

VI. The salary and emoluments of the teacher are as follows:—

*[Here insert the salary and emoluments.]*

NOTE.—The forms of agreement provided for junior assistant mistresses and workmistresses are identical in terms with those for principal and assistant teachers, except that the word "grade" before salary does not appear in any of the sections.

Form to be filled by NATIONAL TEACHERS or other CANDIDATE KING'S SCHOLARS on admission into a Training College.

I hereby agree and declare in consideration of my being admitted into the Training College, that I will use my best endeavours to qualify myself thoroughly for the calling or occupation of teacher, and that so soon as I shall be duly declared so qualified I will forthwith adopt and follow that calling or occupation in a National school or as a teacher in public elementary schools of Great Britain, in the Army or Navy, or in Poor Law schools, certified Industrial schools or certified Reformatories in the United Kingdom.

I also hereby agree that in the event of my leaving the said college or absenting myself therefrom before the completion of my course of year without the express permission of the college authorities, or in case I shall be dismissed from the said college for breach of its rules and regulations, or for other misconduct, or in case I shall not within a reasonable period after the completion of my said course of training, fulfil to the satisfaction of the Commissioners of National Education, who shall be the sole and absolute judges of the reasonableness of such period, a probationary service of two years as public elementary teacher if afforded opportunity of such employment, then that I will on the request of the Commissioners of National Education pay and refund to them such sum as they may determine as having been advanced by them to the said College in consideration of my maintenance and tuition whilst resident therein.

Signature, \_\_\_\_\_

Date, \_\_\_\_\_

Witness, \_\_\_\_\_

Form to be filled by the PARENT or GUARDIAN of a CANDIDATE KING'S SCHOLAR on admission into a Training College.

I (the parent or guardian) of do hereby guarantee and undertake in consideration of the said being admitted into the Training College that he will use his best endeavours to qualify himself thoroughly for the calling or occupation of Teacher, and that so soon as he shall be duly declared so qualified he will forthwith adopt and follow that calling or occupation in a National school or as a teacher in public elementary schools of Great Britain, in the Army or Navy, or in Poor Law schools, certified Industrial schools, or certified Reformatories in the United Kingdom.

\* For conditions see footnote p. 68.

I also hereby guarantee and undertake that in the event of his leaving the said college or absenting himself therefrom before the completion of his course of \_\_\_\_\_ year without the express permission of the college authorities, or in case he shall be dismissed from the said college for breach of its rules and regulations or for other misconduct, or in case he shall not within a reasonable period after the completion of his said course of training fulfil to the satisfaction of the Commissioners of National Education, who shall be the sole and absolute judges of the reasonableness of such period, a probationary period of two years as public elementary teacher if afforded opportunity of such employment, then that I will on the request of the Commissioners of National Education pay and refund to them such sum as they may determine as having been advanced by them to the said College in consideration of the maintenance and tuition of the said  
whilst resident therein.

Signature, \_\_\_\_\_

Date, \_\_\_\_\_

Witness, \_\_\_\_\_

CARETAKER'S AGREEMENT IN THE CASE OF AN OFFICIAL RESIDENCE  
PROVIDED FOR A TEACHER.

I, the undersigned, \_\_\_\_\_ teacher of the \_\_\_\_\_ National school, roll no. \_\_\_\_\_ do hereby acknowledge that I have been put into possession of \_\_\_\_\_ situate in the townland of \_\_\_\_\_ harour of \_\_\_\_\_ and county of \_\_\_\_\_ by \_\_\_\_\_ manager of the said school, in my capacity of teacher of the \_\_\_\_\_ National school, and for the purpose of a teacher's residence, and not otherwise, and on condition that said premises are to be occupied and taken care of by me for the said \_\_\_\_\_ as manager of said school, and for his successor for the time being in the office of such manager so long only as I shall lawfully continue to be such teacher in conformity with the rules of the Commissioners of National Education, and not as yearly tenant or further or otherwise; and I hereby undertake not to erect or cause to be erected upon the said premises any out-house, stable, building, or structure of any kind, without the previous consent of the Commissioners of National Education, given over the signature of one of their Secretaries, and I hereby further undertake forthwith to deliver up free and undisturbed possession of the said house, offices, garden, and all buildings or structures on the said premises to the said \_\_\_\_\_ or other the manager for the time being of the said school whenever I shall cease to be such teacher and caretaker, as witness my hand this  
day of \_\_\_\_\_ 19 \_\_\_\_\_.

Witness present, \_\_\_\_\_

Name, \_\_\_\_\_

Address, \_\_\_\_\_

Occupation, \_\_\_\_\_

\_\_\_\_\_  
(Signature of teacher.)

## SCHEDULE VIII.

## EXPENSES OF PUPIL-TEACHERS, MONITORS, PROVISIONALLY RECOGNIZED JUNIOR ASSISTANT MISTRESSES, &amp;c., AT THE ANNUAL EXAMINATIONS.

Persons attending the Easter Examinations for the first time as candidates for recognition as teacher may be allowed their expenses as follows:—

(a.) where there is no railway or other public conveyance to the place of examination, the actual expenses may be allowed, provided the total cost for the entire journey each way does not exceed 2*d.* per statute mile;

(b.) where there is a public conveyance available, the fare payable thereby is allowed, provided the total cost of the entire journey each way does not exceed 2*d.* per statute mile;

(c.) for railway journeys, third-class fare only is allowed to men, but second-class fare may be allowed to women when they have paid it; return tickets should be taken when available;

(d.) the lodging allowance may be estimated at 2*s.* per night (for each day of the examination), with one night additional when the school is situated at an inconvenient distance from the place of examination;

(e.) no expenses are payable when the school is under four statute miles from the town where the examination is held;

(f.) ex-monitors who have already been paid expenses for attendance at their final examination have no claim to expenses; and candidates for certificates in extra subjects, or for admission to training colleges, are not allowed expenses, unless entitled to charge in some other capacity.



## SCHEDULE IX.

## CRITICISM LESSONS FOR MONITORS AND PUPIL-TEACHERS.

The Commissioners require that in addition to the general supervision which the principal of a school at present exercises over the teaching of the pupil-teachers and monitors during the school hours, there should be a formal criticism lesson once each week.

This criticism lesson should be conducted as far as possible in the following manner :—

I. The principal should specify the lesson to be taught in a given subject, and should explain in some detail to the pupil-teachers or monitors, the best methods of presenting the subject to the class. The pupil-teachers or monitors should then prepare notes of a short lesson. The notes should be handed in to the principal teacher for the purpose of correction and revision at least two days before the day fixed for the lesson.

II. This lesson should be taught to a class of not fewer than twenty pupils.

III. The lesson should, as a rule, be given during the half-hour (or possibly three-quarters of an hour) immediately preceding or following the four hours which constitute an attendance.

IV. The whole staff of the school should be present, and should write criticisms and make suggestions.

V. The principal or one of the assistants should occasionally give a specially prepared lesson as a model lesson for the junior staff.

VI. A record of the criticism and model lessons should be kept. The notes, with the principal's written criticism, should also be preserved for the information of the inspector, and presented to him at his next visit. (The inspector should be informed of the days and hours fixed for criticism lessons).

VII. The lessons given from week to week should form for a period of six weeks a continuous series in the same subject. The subject should be one of the regular class subjects, and the pupils should not previously have been taught the matter of the lesson.

VIII. When a lesson has not been taught satisfactorily it should be again taught by the pupil-teacher or monitor as an ordinary class lesson.

IX. In schools where there are several pupil-teachers and monitors, each should be required to prepare notes of the same lesson, and successive heads of the lesson might be taught by different members of the junior staff.

## SCHEDULE X.

## CERTIFICATE OF MERIT.

The Commissioners of National Education in Ireland have awarded this Certificate of Merit to \_\_\_\_\_, a pupil over thirteen years of age in \_\_\_\_\_ National school, in the County of \_\_\_\_\_

It is certified that the holder has been enrolled in the seventh standard for at least one year, and has in the opinion of the Commissioners' Inspector attained to satisfactory proficiency in the courses of English, Arithmetic, and Geography prescribed for that standard.

The holder's proficiency in the various subjects of the school course is set forth by the principal teacher on the back of this certificate and his character and conduct are certified by the principal teacher and by the manager of the school.

*Senior Inspector.*

## SUBJECTS.

## OPINION OF TEACHER.

Reading and Explanation,	...	...
Handwriting,	...	...
Composition (including English Grammar)	...	...
Arithmetic,	...	...
Geography,	...	...

## ADDITIONAL SUBJECTS.

## OPINION OF TEACHER.

I certify that the foregoing statements represent my opinion of \_\_\_\_\_'s proficiency in the subjects of instruction mentioned above, and that his character and conduct have been

*Principal Teacher.*

*Counter-signature of the manager.*

## SCHEDULE XI,

(a.) *Factory and Workshop Act, 1901*

Extracts from Sections 68 and 71 of the Act :—

The parent of a child employed in a factory or workshop shall cause that child to attend some recognized efficient school (which school may be selected by the parent), as follows :—

(a.) The child, when employed in a morning or afternoon set, must in every week, during any part of which he is so employed, be caused to attend on each work day for at least one attendance; and

(b.) the child, when employed on the alternate day system, must on each work day preceding each day of employment be caused to attend for at least two attendances;

(c.) An attendance for the purposes of this section shall be an attendance as defined for the time being by the Secretary of State, with the consent of the Board of Education, and be between the hours of eight in the morning and six in the evening.

When a child of the age of thirteen years has obtained from a person authorized by the Board of Education a certificate of having attained such standard of proficiency in reading, writing, and arithmetic, or such standard of previous due attendance at a certificated efficient school as is mentioned in this section, that child shall be deemed to be a young person for the purposes of this Act.

*Certificates of Proficiency.*

In future, principal teachers of National schools should give certificates of proficiency to any of the pupils of their schools who may require them for the purposes of the Factory and Workshop Act, provided such pupils have reached the standard of proficiency prescribed in the following Order :—

Order of the Secretary of State, dated 19th February, 1903, defining, with the consent of the Lord Lieutenant and Privy Council in Ireland, attendance at School, and fixing with like consent a Standard of Proficiency (Ireland).

In pursuance of Sections 68 and 71 of the Factory and Workshop Act, 1901, I hereby make the following Order :—

1. An attendance for the purposes of section 68 of the said Act shall be an attendance at instruction in secular subjects for a period of not less than two hours at some recognized efficient school.

2. The standard of proficiency for the purpose of section 71 of the said Act shall be such proficiency in reading, writing, and arithmetic, as is prescribed for the fifth class or standard in the programme of instruction of the Commissioners of National Education in Ireland.

3. Certificates of proficiency may be granted in the same manner as is prescribed for certificates under the Irish Education Act of 1892 by the said Second Schedule to that Act (55 and 56 Vic., chapter 42).

4. The Order of the 15th February, 1879, defining an attendance at a recognized efficient school in Ireland, and prescribing the standard of proficiency and the standard of previous due attendance in Ireland, is hereby revoked.

A. AKERS DOUGLAS,  
One of His Majesty's Principal  
Secretaries of State.

WHITEHALL,

19th February, 1903.

On the 10th March, 1903, the Lord Lieutenant and Privy Council in Ireland consented to and approved of the foregoing Order.

Inspectors are required to see that certificates under the Act are issued in the cases contemplated by the 68th Section above referred to.

The Inspectors of National schools are required to co-operate in every way in their power with the sub-inspectors of factories in Ireland, whose duty it is to see that the provisions of the Factory Act are fully complied with.

(b.) IRISH EDUCATION ACT, 1892—SECTIONS 1 AND 2, AND SCHEDULE 2.

*Certificates of Proficiency.*

(Order made in November, 1899.)

The Commissioners of National Education, in pursuance of the powers vested in them under the Irish Education Act, 1892, and of every other power enabling them in this behalf, do order, and it is hereby ordered, that from the 1st day of April, 1900, a certificate of proficiency for the purposes of the Irish Education Act, 1892, shall be a certificate issued by the principal teacher of the school which the child has last attended of such proficiency in reading, writing, and elementary arithmetic, as is now prescribed for the fifth class, first stage,\* in the programme of instruction of the Commissioners.

\* Now fifth standard.

## SCHEDULE XII.

## (1).—PUPILS OF INDUSTRIAL SCHOOLS ATTENDING NATIONAL SCHOOLS.

(a.) The accounts of the attendances, &c., of Industrial school pupils must be perfectly separate and distinct from those of the ordinary pupils of the National school. Separate registers, roll books, and daily report books must always be used.

(b.) The attendances of the certified Industrial school pupils must be returned by the Inspector, in a supplemental report, and by the manager, in the school returns, separately from the ordinary pupils, so that payment may not be made by the Commissioners of National Education for the instruction of the Industrial school pupils—such payments being made directly by the Department of Industrial Schools.

(c.) Industrial pupils attending a National school are instructed in precisely the same manner as the ordinary day pupils.

## (2).—NATIONAL TEACHERS SERVING IN REFORMATORY AND INDUSTRIAL SCHOOLS.

National teachers serving in Reformatory and Industrial schools in Ireland are regarded, and have the same privileges, as National teachers serving in the Workhouse National Schools, provided the curriculum in Reformatory and Industrial schools is brought into harmony with the curriculum in National Schools.

## (3).—BOARDED-OUT PAUPER CHILDREN.

Regulation, concerning boarded-out pauper children, adopted by the Local Government Board, with the approval of His Excellency the Lord Lieutenant:

"The child, when of sufficient age to attend school shall, subject to the approval of the workhouse chaplain of the religious persuasion in which such child is registered, attend the nearest National school, or shall, subject to the approval of the guardians and of such chaplain, attend some other public school, and a certificate of such attendance, signed by the teacher and showing the days of absence, if any, shall be given to the relieving officer each month, provided that if the school be not a National school the child shall be examined annually by an Inspector of the Commissioners of National Education at a convenient time and place, and the result of such examination shall be reported to the guardians."

The Commissioners have intimated to the Local Government Board, that with regard to "boarded-out" pauper pupils attending schools that are not National schools, their inspectors are prepared to examine them at the workhouse nearest or most convenient to them.

Also, that the inspector will give at least one month's notice of his intended examination, at which the Poor Law authorities secure the attendance of "boarded-out" children; and that the Inspector will, in each case, leave an abstract of the answering of each of the children with the master of the workhouse in which the examination is held.

As nearly all the workhouses have National schools attached to them, it is presumed that in many cases inspectors will have the opportunity of inspecting the children referred to, along with the workhouse pupils.

## SCHEDULE XIII.

## SCHOOL REQUISITES.

1. (a.) A first stock of school requisites is furnished gratuitously to each school in proportion to the attendance of children.

(b.) When an unsuitable school-house has been superseded by a suitable school-house erected from private funds, or when a considerable sum derived from private contributions has been expended upon the enlargement or structural improvement of a school-house, a special free stock of school requisites may be granted, on the recommendation of the Inspector.

(c.) Money expended on furniture, apparatus, or repairs cannot be taken into account in deciding a claim for a special free stock.

(d.) These requisites should be kept as a school stock, for which the master or mistress is held responsible, and must not be sold or taken out of the school.

(e.) The school account books are furnished gratuitously to the schools, and are the property of the Commissioners.

(f.) No school account book may be removed from the school except by the inspector, or with his express sanction.

2. Scale of grants of school requisites made to new schools, &c.

Class.	Average Attendance.	Amount of Free Grant.		Class.	Average Attendance.	Amount of Free Grant.	
		£ s. d.	£ s. d.			£ s. d.	£ s. d.
1	50 Children or under,	4 0 0	1 5 0	16	446 to 455	11 10 0	3 0 0
2	51 to 75	4 10 0	1 7 6	17	456 to 465	12 0 0	3 0 0
3	76 to 100	5 0 0	1 10 0	18	466 to 475	12 10 0	3 0 0
4	101 to 125	5 10 0	1 12 6	19	476 to 500	13 0 0	3 0 0
5	126 to 150	6 0 0	1 15 0	20	501 to 525	13 10 0	3 10 0
6	151 to 175	6 10 0	1 17 6	21	526 to 550	14 0 0	3 10 0
7	176 to 200	7 0 0	2 0 0	22	551 to 575	14 10 0	3 10 0
8	201 to 225	7 10 0	2 0 0	23	576 to 600	15 0 0	3 10 0
9	226 to 250	8 0 0	2 0 0	24	601 to 625	15 10 0	4 0 0
10	251 to 275	8 10 0	2 0 0	25	626 to 650	16 0 0	4 0 0
11	276 to 300	9 0 0	2 0 0	26	651 to 675	16 10 0	4 0 0
12	301 to 325	9 10 0	2 0 0	27	676 to 700	17 0 0	4 0 0
13	326 to 350	10 0 0	2 10 0	28	701 to 725	17 10 0	4 0 0
14	351 to 375	10 10 0	2 10 0	29	726 to 750	18 0 0	4 0 0
15	376 to 400	11 0 0	2 10 0	30	751 to 775	18 10 0	4 0 0
				31	776 to 800	19 0 0	4 0 0

Adequate supply of books and requisites to be kept.

3. (a.) An adequate stock of books and other requisites—approved of by the Commissioners—must be purchased for the use of the school, and for sale to the pupils.

(b.) A copy of the general list of books and requisites sanctioned for use, showing the price to the pupils of each article, must be kept in each schoolroom, and be available for the use of the pupils. Also a tablet showing the books, &c., actually in use in each school, and the prices at which they are sold to the pupils, must be suspended in a conspicuous place in the schoolroom.

When books, &c., are sold to the children attending a National school, in no case may any advance be made on the prices fixed by the Commissioners; and the inspectors have instructions to inquire into and report upon any infraction of this regulation.

## SCHEDULE XIV.

## SUPPLIES OF EQUIPMENT.

1. (a.) The expenses of the necessary appliances required in connection with instruction in elementary science should, whenever possible, be defrayed locally. There are, however, many schools for which the Commissioners feel satisfied the full cost of the appliances, or part of the cost, cannot be provided locally, and to meet the cases of such schools His Majesty's Government and the Lords of His Majesty's Treasury have placed at the disposal of the Commissioners of National Education a limited grant.

(b.) Supplies of equipment of the amounts specified in the appended scale may be sanctioned accordingly; but the full amounts in the scale can be allowed only in necessitous cases.

(c.) A supply of equipment is granted only to a school where there is a teacher fully competent to use it.

(d.) A supply of equipment remains the property of the Commissioners, and is granted on condition that the manager of the school undertakes to have it properly stored, and to provide for its maintenance in an efficient condition. No second grant is made under any circumstances.

(e.) The supplies of equipment are sanctioned on the recommendation of the inspectors and the head organizer of elementary science. A list is sent in the case of each supply of equipment, showing of what items it is constituted, and the cost of each item, so that in cases of renewal managers may be in a position to know what expenditure is necessary for the purpose.

(f.) The supplies of equipment are forwarded by the Commissioners' contractors, and when received at the school should be checked with the lists which are sent from the Office of National Education.

*Elementary Science and Object Lessons.*

		£	s.	d.	
For an average attendance of under 30,	.	5	0	0	Scale of equipment grants.
"	"	7	10	0	
"	"	9	0	0	
"	"	10	0	0	

## SCHEDULE XV.

## GRANTS FOR BUILDING, FURNISHING, AND IMPROVEMENT OF SCHOOLHOUSES.

1. (a.) The following table indicates the type and design of plan to be used for schools intended to accommodate not less than 20 and not more than 240 pupils, and shows in each case the number of rooms, the floor space to be provided, and the amount of the grant. For a school intended to accommodate a larger number of pupils than 240 the applicant is required to submit a special plan for the approval of the Commissioners and the Board of Public Works, and the grant is based on an estimate of the cost (including architect's fees) framed by the Board of Public Works.

Type Plan.	Design.	No. of Pupils to be accommodated.	No. of Rooms.	Total area in square feet to be provided in class rooms.	Board's Grant.
I.	1a	20		225	168
	1	25	1	273	186
	2	30	1	328	201
	3	35	1	387	226
	4	40	1	404	236
II.	1	45	2	449	270
	1	50	2	501	286
	2	55	2	551	300
	2	60	2	609	314
	3	65	2	650	328
	3	70	2	689	344
	4	75	2	730	360
	4	80	2	800	380
	5	85	2	850	412
	5	90	2	900	436
	6	95	2	950	440
	6	100	2	1,000	456
	6	105	2	1,000	472
III.	1	110	3	1,101	528
	1	120	3	1,201	556
	2	130	3	1,300	582
	2	140	3	1,400	622
	3	150	3	1,500	654
	3	160	3	1,600	684
IV.	1	170	4	1,700	736
	1	180	4	1,800	768
	1	190	4	1,900	796
	2	200	4	2,000	821
	2	210	4	2,100	852
V.	1	220	5	2,200	942
	1	230	5	2,300	980
	1	240	5	2,400	1,016

(b.) The grants in the above table represent two-thirds of the estimated cost of the erection of the main building and fuel store and the requisite furniture, but do not include grants for the enclosing walls, the division walls between the playgrounds, the out-offices, paths, and French drains. The cost of these items is included in a separate estimate, which will be framed by the Board of Public Works in each case.

(c.) The above grants may in exceptionally poor localities be increased, should the Commissioners, on a full consideration of the circumstances of the people of the district, be satisfied that one-third of the cost of the building cannot be contributed locally.



(d.) The accommodation in each case is determined by allowing 10 square feet\* for each unit of the mean between the average number in daily attendance and the average number on rolls for the calendar year immediately preceding that in which the grant is made, and the grants are based on this scale of accommodation.

(e.) Should, however, the Commissioners be satisfied that accommodation for the mean number between the average on the rolls and the average attendance will not be sufficient for the future educational needs of the locality to be served by the proposed school, they are prepared to approve of plans providing accommodation for a larger number, on the understanding that a supplemental building grant shall be issued should the statistics of attendance for any year within a limit of five years at the new school show that the larger building is required.

If at the expiration of five years the larger attendance anticipated shall not have been reached, the Commissioners will consider the question of issuing a supplemental grant based on the difference between the mean number on which the grant has already been sanctioned and the mean between the average on rolls and the average attendance for the last of the five years.

(f.) Instructions for the guidance of architects in drawing up special plans may be obtained on application to the Secretaries of the Board of National Education.

(g.) Every grant towards building school-houses is conditional on funds being available out of the amount provided by Parliament for the purposes of such grants.

2. (a.) No grant (see rule 191) can be approved until the inspector shall have reported upon all the circumstances of the case; the Board of Public Works shall have reported on the eligibility of the site; and the law adviser of the Commissioners shall have given his opinion, from the information laid before him, that a satisfactory lease can be executed.

(b.) Without the express sanction of the Lords of His Majesty's Treasury, no building grants can be made towards the cost of works executed or even commenced before the receipt by the manager of the specific authorisation of the Board of Public Works.

3. The shortest lease that can be accepted in making grants is for (a.) sixty-one years, or for (b.) three lives and thirty-one years concurrent, or (c.) under the provisions of the Leases for Schools (Ireland) Act, 1881, for ninety-nine years when the grantor is a limited owner.

4. (a.) The grant or lease must be in a form authorized by the Commissioners, and is prepared in the Office of National Education without charge to the applicant but (b.) all expenses necessary to be incurred in obtaining proof of title, or grantor's consent, &c., must be borne by the applicant.

5. When grants are voted towards defraying the cost of the building of a school-house, the lease must be duly executed before the case is finally remitted to the Board of Public Works.

6. (a.) The Board of Public Works furnish instructions as to the plan and specifications, to which the parties receiving aid are bound strictly to adhere. (b.) The Commissioners, however, are prepared to consider and submit to the Board of Public Works special plans furnished to them by applicants; but should such special plans provide accommodation for a larger number of pupils than that sanctioned by the Commissioners, or a more costly class of building than is deemed by them to be necessary, all the extra expense must be borne by the applicants.

\* In the case of small schools intended to accommodate not more than 35 pupils the allowance of space for each pupil is 11 square feet.

(c.) The Commissioners require that in every case where a builder is employed a formal contract shall be entered into between the manager and the builder, and that one condition of the contract shall be the completion of the works in accordance with the plans and specifications approved by the Commissioners and the Board of Public Works, and to the satisfaction of the inspecting officer of that Board, within a period to be specified in the contract, and not to exceed eighteen months from the date of the receipt by the applicant of the authorisation of the Board of Works for the commencement of the building.

(d.) Grants are sanctioned on condition that the work shall be of a high-class character, and any departure from the specifications, or from this standard, entails either the taking down of the inferior work and the rebuilding of it up to standard; or, if this should be impracticable, either the rejection of the work in toto and the withholding of the grant, or, at least, a reduction from the grant in proportion to the departure from the specifications and the standard. This latter course is adopted only where the work, though not up to the standard, is not structurally unsound.

7. (a.) The Commissioners do not sanction grants for the ornamenting of school-houses. If buildings of an ornamental description be preferred, the whole of the extra expence must be provided by the applicants.

(b.) The Commissioners do not accept a transfer to themselves (as a vested school) of any building already used as a National school; but such buildings may be vested in trustees.

(c.) The Commissioners reserve to themselves the right of accepting repayment of the grants made towards the erection of a school-house, and in such a case, of removing the school from their list of vested schools.

8. When the school premises are vested in the Commissioners, they will keep the school-house and furniture in repair. The Commissioners do not sanction grants towards ordinary repairs of schools vested in trustees or of non-vested schools; or to the rent of school-houses.

9. (a.) When the school premises are vested in trustees it is the duty of such trustees to keep the house, furniture, &c., in repair, and should the trustees fail to carry out their obligations in this matter the grants to the school may be suspended.

(b.) Grants in aid of local contributions are made to existing vested schools, whether vested in the Commissioners or in trustees, for adding to or enlarging them, for enclosing the sites, or for other desirable or necessary structural changes or improvements, on the basis of two-thirds of the cost as estimated by the Board of Public Works.

(c.) Such works must not, except in very special circumstances, be commenced until the grants have been made by the Commissioners, and the specification furnished or approved by the Board of Public Works. (See 2.)

(d.) In the case of schools vested in trustees no grants can be made for the execution of any work which is required to make good damages arising from neglect, misuse, lapse of time, or continuous use, unless in cases specially recommended by the Board of Public Works.

*Special Grants for Extra Works.*

Grants for hot water heating apparatus may be allowed to schools in large towns having a mean attendance of not less than 160 pupils.

Grants for the following extra works may be made :—

(1) For play-sheds and for concreting playgrounds in all cases in which grants are asked for by the managers and recommended by the Commissioners of National Education.

(2) For water-supply and drainage by water carriage whenever applied for, if an adequate water supply is available.

(3) For gas fittings when applied for by managers and considered necessary by the Commissioners of National Education.

(4) For sinking wells and providing pumps, provided that the Board of Public Works is satisfied that the works are necessary and that an adequate supply of water can be obtained at a reasonable expenditure.

In all cases in which special plans are considered necessary by the Commissioners grants for architects' fees and quantities surveyors' fees may be made. As a rule special plans will be required only in the case of schools with a mean attendance of 250 children or over.

In schools under four or more teachers or in adjoining boys' and girls' schools with a combined average attendance of 160, grants are made towards the provision of a special room for the teaching of cookery and science.

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## SCHEDULE XVI.

## LOANS FOR NON-VESTED NATIONAL SCHOOL-HOUSES AND TRAINING COLLEGES.

1. Schools.—(a.) Applications for loans should be made to the Commissioners of National Education on an application form, which can be obtained at their office, and such loans can be made only on their recommendation.

(b.) Every application must be accompanied by an ordnance sheet (6-inch scale\*), showing by distinctive colouring the site, or intended site, of the school, and also the lands or premises which are the security for the loan required.

(c.) Applicants may adopt the plans for the erection of a school which have been prepared by the Board of Public Works and approved by the Commissioners of National Education, or they may submit their own designs, together with specification and estimate, for approval. The official plans can be obtained by application to the Secretary, Office of Public Works, Dublin.

(d.) When it is proposed to alter and adapt an existing building to the purpose of a National school, plans of the proposed alterations, with specification and estimate, must, in like manner, be submitted for approval before a loan can be sanctioned.

(e.) The loans will not be extended to cover the cost of ornamental work or materials, without the special sanction of the Board of Public Works.

2.—Training Colleges.—(a.) Applications for loans should be made to the Commissioners of National Education on an application form, which can be obtained at their office, and such loans can be made only on the recommendation of the Commissioners of National Education.

(b.) In all cases where loans are sought for the erection of new buildings, or for the enlargement or structural improvement of existing buildings, the application must be accompanied by plans, specifications and estimate of the proposed works.

(c.) The Commissioners of National Education are not prepared to sanction a loan for the building or improvement of any Training college that does not provide suitable accommodation in respect of lecture halls, class-rooms, refectory, dormitories, lavatories, &c., with suitable exercise ground, and all necessary sanitary arrangements.

(d.) Every application must be accompanied by an ordnance sheet (6-in. scale\*) showing by distinctive colouring the site, or intended site, of the Training college, and also the lands or premises which are the security for the loan required.

3. (a.) If the Commissioners of National Education consider an application for a loan made in accordance with the foregoing instructions to be satisfactory, they refer it for investigation and completion to the Board of Public Works. The Lords of His Majesty's Treasury decline to sanction loans for the purchase or acquisition of premises or lands already occupied for purposes of National schools or Training colleges, but they will sanction loans for the enlargement and structural improvement of National schools or Training colleges, if the alterations proposed be reported as reasonable and necessary, and the cost not less than £50.

\* Where the college premises are situated in towns, the ordnance sheet of the largest scale that can be procured, is to be forwarded with the application. Ordnance sheets may be ordered through any bookseller, and, in towns where there are no agencies, they may be ordered at the Head Post Office.

(b.) No loan can be made for the purpose of discharging any debt unless the sanction of the Lords of His Majesty's Treasury to such loan was obtained before the debt was incurred.

(c.) Applicants are accordingly cautioned against proceeding with buildings, or incurring liabilities in connexion with the Loans for schools and Training Colleges (Ireland) Act, 1884, until they shall have received authority from the Board of Public Works.

(d.) To secure the repayment of any loan made under the provisions of the Act, the Board of Public Works, if they deem it necessary, will require the further security of at least three persons, and the sufficiency and solvency of these persons shall be made out to the satisfaction of the said Board.

(e.) When the necessary information has been obtained the Board of Public Works on being satisfied with the plans, specification, and estimate, give public notice that the applicant has applied for a loan for the purpose stated, and take such further steps as may be necessary under the provisions of the Land Improvement Acts,\* and when the loan has been sanctioned by the Lords of His Majesty's Treasury, and the order for it shall have been duly registered and the bond perfected, the Board authorize the applicant to proceed with the works.

(f.) The amount of the loan sanctioned is issued in instalments as the works progress, on the certificate of the architect of the Board of Public Works, a balance, however, being retained sufficient to cover the cost of completing the work.

(g.) The Board of Public Works insure the premises against damage by fire and the premiums on any such insurance are deemed to be included in all charges and securities whereby the repayment of such loan is secured, and is recoverable in like manner as any instalment of the rent-charge payable in respect of such loan.

(h.) The buildings, in all cases, must be kept in good and sufficient repair during the period over which the repayment of the loan is extended, and a guarantee must be given to that effect; and the buildings must be open at all reasonable times to the inspection of the officers of the Board of Public Works and of those of the Commissioners of National Education.

(i.) If any non-vested National school or Training college, established by loan under the provisions of the Act, ceases to be used as a non-vested National school or Training college, the Board of Public Works reserve to themselves the power of calling in any portion of such loan that may be outstanding.

\* The provisions of the Land Improvement Acts apply to all loans made under the Act of 1884.

## SCHEDULE XVII.

## GRANTS AND LOANS FOR TEACHERS' RESIDENCES.

## Grants.

1. Grants are made by the Commissioners of National Education to wards the cost of erection, or for the enlargement, structural improvement, or purchase of dwelling-houses for residences for the teachers of all vested National schools on the following conditions, viz. :—

(a.) the site must be deemed free of rent, or at a nominal rent, for a term of at least 61 years, or for 3 lives and 31 years concurrent; and must not be distant more than one statute mile from the school;

(b.) the grant may be for half the estimated cost of the erection, improvement, or purchase of the dwelling-house, provided such moiety shall not exceed the sum of £100. In case the whole amount should exceed £200, the excess must be borne by the applicant;

(c.) in all cases where it is proposed to erect or improve dwellings, the plans, specifications, and estimate of the proposed works should be forwarded with the application for a grant to the Commissioners of National Education, who, if approving of the plans, forward them with a notification of their approval, to the Board of Public Works. The Board of Public Works are required to object to particulars showing bad construction or unnecessary cost, or insufficient light, drainage, or ventilation. Applicants for grants may adopt the plans which have been prepared by the Board of Public Works, and approved by the Commissioners of National Education,\* or they may submit their own designs;

(d.) the Board of Public Works on examination of the plans, specification, and estimate for such works, and approval thereof, determine the value of the work and the amount of the grant which can be made in respect thereof, and communicate the result to the Commissioners of National Education; and on the due completion of the residence pay the stipulated sum. In like manner where it is proposed to purchase a building, the Board of Public Works determine its suitability and value;

(e.) the residence must be exclusively employed for the occupation and use of the teacher or teachers actually for the time being in charge of the National school in connexion with which it has been erected, and must be rent free to such teacher or teachers;

(f.) if it is proposed to build a teacher's residence on ground already vested for National school purposes, a grant of one-half the estimated cost (up to £100) is the only form of aid available, and the Commissioners require to be satisfied with the tenure;

(g.) residences for teachers which are vested in the Commissioners are kept in repair by the Board of Public Works.†

## Loans

2. Loans are available for teachers' residences in connexion with either vested or non-vested National schools. (See Acts 38 & 39 Vic., ch. 92, 1875, and 47 & 48 Vic., ch. 45, 1884.)

(a.) The Board of Public Works, subject to such rules and regulations as may from time to time be made by the Lords Commissioners of His Majesty's Treasury, may make loans in such cases as they may judge expedient for the purpose of assisting any person in the erection, enlargement, structural improvement, or purchase of any dwelling-house, for a residence for the teacher of a National school, provided that the amount of any such loan shall not exceed two hundred and fifty pounds.

\* See note (†), page 88.

† Grants are not made for teachers' residences in connexion with non-vested schools.

(b.) Every loan shall be repaid by the payment of an annual sum of five pounds for every hundred pounds of such loan from time to time advanced, and a proportionate sum for any less amount, and be payable for the term of thirty-five years, to be computed from the date of the advance in respect of which the said annual sum shall be charged, such annual sum to be paid by equal half-yearly payments, on the fifth day of April and the tenth day of October in every year during the said term of thirty-five years; but it is also provided that the amount of such annual sum may, by agreement, be increased to such amount as will repay the sum so advanced sooner than the said period of thirty-five years.

(c.) To secure the repayment of any such loan, the Board of Public Works, if they deem it necessary, may require the further security of at least three persons, and the sufficiency and solvency of these persons shall be made out to the satisfaction of the said Board.

(d.) The Board of Public Works may insure the premises against damage by fire, and the premiums on any such insurance shall be deemed to be included in all charges and securities whereby repayment of such loans shall be secured.

(e.) Mortgages, bonds, obligations, securities, contracts, and agreements in connexion with such loans, are exempt from stamp duty.

3. (a.) The dwelling must be exclusively employed for the accommodation of a teacher or teachers of a National school.

(b.) The dwelling, as a rule, must not be situated more than a statute mile from the school of the teacher whom it is intended to accommodate.

(c.) The Commissioners of National Education do not sanction any dwelling as a teacher's residence which shall not comprise at least one sitting-room, three bed-rooms, a kitchen, and the usual out-offices.

(d.) The quality of all work and materials used in the buildings must be sound, good, and durable.

(e.) The works must, if possible, be carried out under contract, and strictly according to the plans and specifications which have been approved by and deposited with the Board of Public Works.

(f.) The Commissioners of National Education, so long as the dwelling is in their judgment used *bona fide* as a residence for a teacher or teachers of a National school, conformably to the following rule [(g.)], and is not, without the special permission of the Commissioners, employed for any other purpose, and is in their judgment kept in suitable repair, contribute half the annual instalment payable in reimbursement of the loan advanced by the Board of Public Works. The borrower will accordingly be required to pay to the Board of Public Works, on conditions being fulfilled, only a moiety of the rent-charge.

(g.) The teacher in no circumstances should be charged, in respect of use and occupation as teacher, a higher sum per annum than two and a-half per cent. of the loan advanced by the Board of Public Works; but it is the earnest wish of the Commissioners of National Education, and it was their intention in promoting legislation on the subject, that the moiety locally payable in respect of the loan may be paid by the manager of the school, or by the parties interested in the school, so as to procure a "free residence" for the teacher.

(h.) Application for a loan should be made to the Commissioners of National Education on a form which may be obtained from their Office. If the Commissioners of National Education deem the case satisfactory, they refer it for investigation and completion to the Board of Public Works.

(i.) Every application must be accompanied by an ordnance sheet\* (6-inch scale), showing by distinctive colouring the intended site, and also the lands or premises which are to form the security for the loan required, and by a map or diagram showing the position of the site with reference to the school-house with which the residence is to be connected.

(j.) Applicants may adopt the plans which have been prepared by the Board of Public Works,† and approved by the Commissioners of National Education: or they may submit their own designs, together with specification and estimate, for approval. The official plans can be obtained by application to the Secretaries, Office of National Education.

(k.) When it is proposed to alter and adapt an existing building to the purpose of a teacher's residence, plans of the proposed alterations, with specification and estimate, must, in like manner, be submitted for approval before a loan can be sanctioned.

(l.) During the period over which the repayment of loans is extended, the buildings must be kept in good and sufficient repair, and a guarantee must be given to that effect; and they must be open at all reasonable times to the inspection of the officers of the Board of Public Works, and those of the Commissioners of National Education.

(m.) The Lords of His Majesty's Treasury decline to sanction loans for the purchase of houses already occupied as teacher's residences, but they sanction loans for the enlargement and structural improvement of such houses on the same footing as new residences, if the alterations proposed be reported as reasonable and necessary, and the cost not less than £50.

(n.) The Board of Public Works are prepared to make loans on the above conditions, to provide teachers' residences in connection with all National schools, but in the case of vested National schools the site for the proposed residence must be distinct from the ground leased for the school premises, so as to be legally chargeable as security for the loan.

Caretaker's  
agreement.

4. In every case in which an official residence is provided for a teacher, a caretaker's agreement between the manager and the teacher must be executed, and a duplicate thereof be sent to the Office of National Education.

The Commissioners expect that all teachers shall have done at their own expense the following, viz.:—linewashing; cleaning and repairing glass; cleaning privies and ashpits; gravelling yards and walks, and keeping surface channels in order; sweeping chimneys; making good any damage arising from carelessness or neglect; maintaining fences and gates, except damages from lapse of time;—and in cases of residences built by grants for teachers of National schools vested in the Commissioners of National Education or in trustees, the Commissioners will inflict such penalty as they may deem adequate, if the teacher fails to fulfil these conditions.

Ordnance sheets may be ordered through any bookseller, and, in towns where there are no agencies, they may be ordered at the Head Post Office.

†The Board of Public Works have prepared four designs for teachers' residences, any one of which the applicant may adopt, the maximum loan obtainable in any case being £250.



## SCHEDULE XVIII.

## PROGRAMMES.

PROGRAMMES OF INSTRUCTION FOR NATIONAL SCHOOLS.	
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## INTRODUCTION.

These programmes are drawn up for schools varying in type according to the number of teachers employed on the staff. The managers are at liberty to submit for approval, through the inspectors, alternative schemes of instruction to suit the needs of any particular locality.

The teacher is required to prepare a "Scheme of Work," which should set forth fully the course of instruction aimed at in each subject, and the portion of the programme taught must be recorded in a "Progress Record" at the close of each month.

The teaching of history was provided for in former programmes under the head of reading, but, in order to ensure that the teachers shall pursue a definite course of instruction in this important subject during the time allotted to it in connection with the reading lesson, suggestive schemes are set forth in the programme now issued.

As expert teaching in the higher branches of manual instruction is not available, in the majority of National schools, this subject need not be taught beyond the second standard. In cases, however, where such teaching is desired, the managers are at liberty to submit courses of instruction in this branch for the third and fourth standards. In the fifth and higher standards the attendance of pupils at central classes for instruction in the subjects of manual and practical instruction, including cookery and laundry work, may, with the sanction of the Commissioners, be counted as part of the school attendance. Cookery and laundry work must, however, be taught as part of the ordinary school programme to girls enrolled in the fifth and higher standards when suitable provision for instruction in these subjects can be secured. Increments may be withheld from the teaching staff of such a school if cookery is not taught, unless special sanction for the omission of the subject from the school course has been granted. The Commissioners have a large staff of organizers in the subject who will, if required, be sent to assist teachers in introducing courses of cookery, laundry-work, hygiene and kindred subjects. Girls enrolled in a lower standard than the fifth who have reached the age of eleven years at the beginning of the school year may, if the manager so desires, attend the classes in cookery and laundry work.

Lessons on hygiene and temperance should be regularly given in all schools. The subject should not be treated as a mere reading lesson, and text books should not be placed in the hands of the pupils. As the principles underlying instruction in these branches form part of the science programme, the lessons on hygiene and temperance should be embodied in the science programme in all schools that are required to teach that subject.

The course of object lessons prescribed on p. 115, which is intended as an introductory scheme of instruction in nature study, is recommended for use in rural schools.

It should be remembered that the programmes, especially in elementary science and in drawing, represent the maximum requirements, and they are not insisted on in their entirety, except in favourably circumstanced schools. In rural schools under not more than two teachers, it is desirable that a programme in science of smaller scope shall be submitted; and in girls' schools it is expected that a modified programme embracing cookery, domestic science and hygiene and temperance, shall be drawn up for approval.

Irish and mathematics may be taught as extra subjects outside the hours constituting the "attendance"; the scales of fees are given in the Rules and Regulations of the Commissioners.

The Teachers are expected to be familiar with the "Notes for Teachers," and are required to show evidence of daily preparation for the work of the school.

## PROGRAMME FOR SCHOOLS UNDER THREE OR MORE TEACHERS.

*For the programme for infants, see page 105.*

*Written exercises in all subjects must be carefully executed, and regularly signed, dated, and preserved for inspection.*

### ENGLISH.

#### READING AND SPELLING.

*NOTE.—Reading must include the explanation and subject matter of the lessons. In all standards above the first, the reading at sight of passages from any suitable book approved by the Commissioners other than Readers in use must be practised. The reading must be correct and intelligent, and due attention must be paid to phrasing and intonation.*

##### *First standard.*

To read with correctness and intelligence, and with due attention to phrasing and intonation, the lessons in a First Reader, and to write phrases and sentences from it. A simple story book should supplement the ordinary Reader.

Oral spelling may be practised.

##### *Second standard.*

To read with correctness and intelligence, and with due attention to phrasing and intonation, the lessons in a Second Reader; and to recite at least forty lines of verse from it.

A suitable story book should supplement the ordinary Reader.

Proficiency in spelling should be acquired mainly through reading, transcription, and dictation.

Oral spelling may also be practised.

##### *Third standard.*

To read with correctness and intelligence, and with due attention to phrasing and intonation, the lessons in a Third Reader; and to recite at least sixty lines of verse from it.

A suitable story book should supplement the ordinary Reader.

Proficiency in spelling should be acquired mainly through reading, transcription, and dictation.

Oral spelling may also be practised.

[The same story book may be used for second and third standards, but should not be used two years in succession.]

*Fourth standard.*

To read with correctness and intelligence, and with due attention to phrasing and intonation, the lessons in a Literary Fourth Reader; and to recite at least eighty lines of verse from it.

An interesting book of travel or adventure, and a suitable Historical Reader should also be used.

Proficiency in spelling should be acquired mainly through reading, dictation, and composition.

*Fifth standard.*

To read with correctness and intelligence, and with due attention to phrasing and intonation, the lessons in a Literary Fifth Reader; and to recite eighty lines of verse from it.

A suitable Historical Reader should also be used, and a standard work of popular interest introduced.

Proficiency in spelling should be acquired mainly through reading, dictation, and composition.

*Sixth standard.*

To read with correctness and intelligence, and with due attention to phrasing and intonation, the lessons in a Literary Sixth Reader; and to recite eighty lines of verse from it.

A suitable Historical Reader or text-book in history should also be used, and a standard work of popular interest introduced.

Proficiency in spelling should be acquired mainly through reading, dictation, and composition.

[The same work of popular interest may be employed for the fourth, fifth, and sixth standards, but should not be used two years in succession.]

*Seventh standard.*

Some standard works (including prose and poetry) should be read and studied as literature.

A short period of history should be studied.

## WRITING.

*First, second, and third standards.*

To copy with fair imitation suitable models, which should be written mainly on the blackboard.

*Fourth and fifth standards.*

To write a well proportioned legible hand. Large hand should be practised occasionally.

*Sixth and seventh standards.*

To write a free legible hand; some of the written exercises should consist of simple exercises in book-keeping.

## COMPOSITION.

NOTE.—Written composition is best taught through oral composition, which should therefore be practised in all standards.

The subject matter of reading lessons, of science and object lessons, and of hygiene and cookery lessons, may be utilised for composition, both oral and written.

*First standard.*

To form sentences orally, and to answer occasionally in complete sentences.

*Second standard.*

As in the first standard; also the reproduction by pupils, in their own words, of the subject matter of the lesson read.

*Third standard.*

To write from memory the substance of short stories.

*Fourth standard.*

Short descriptions on paper of familiar scenes and incidents.

*Fifth standard.*

Letter-writing.

*Sixth and seventh standards.*

Letters and essays. They should be well expressed, and neatly written with correct grammar, spelling and punctuation.

## GRAMMAR.

NOTE.—*Text-books should not be used by pupils until they have reached the fifth standard. Easy parsing exercises may be taken in connection with analysis in the fifth and higher standards.*

Puzzling crotchety sentences should not be used in teaching grammar. The aim to be kept in view is the elucidation of the written language, and the intelligent acquirement of a correct style of expression.

*Third standard.*

Very easy analysis.

*Fourth standard.*

Easy analysis. To distinguish intelligently the parts of speech, and to know the more important inflections.

*Fifth standard.*

More advanced analysis of simple sentences and easy parsing of the same. Etymology and syntax, particularly so far as they bear on the correction of errors made by the pupils in speaking, or in written composition.

*Sixth and seventh standards.*

More advanced analysis, with etymology and syntax; correction of errors, with reasons for same. The most common roots, prefixes and affixes.

## HISTORY.

NOTE.—*Historical Readers or Text-books may be used in the fourth and higher standards as supplementary to oral instruction.*

*First, second, and third standards.*

Conversational lessons introductory to history.

*Fourth standard.*

General outline of the history of Ireland by characteristic epochs or periods, with a knowledge of the life of one representative man in each period.

*Fifth standard.*

A selected period of history, preferably Irish, with outline of the corresponding period of English history.

*Sixth standard.*

Another selected period of history, as in the fifth standard.

*Seventh standard.*

(a.) A period of history studied in greater detail than in preceding years; or

(b.) A special course of local history, i.e., of the city or county or province in which the school is situated; or

(c.) A course of lessons in citizenship.

## GEOGRAPHY.

*NOTE.*—*Geographical Readers may be used. Text-books may be introduced in the fifth and higher standards, but these, as well as the Readers, should always be used in connection with the maps.*

*First and second standards.*

Object lessons introductory to geography.

*Third standard.*

Schoolhouse and premises (plan and map). Geographical terms and definitions, which should be learnt as far as possible from the natural features of the locality. The cardinal points.

*Fourth standard.*

General knowledge of the map of Ireland. The Globe (only the position of Ireland and the relative positions of the continents and oceans need be taught).

*Fifth standard.*

Geography of Ireland fully, with interesting information on the more important localities. The map of the World.

*Sixth standard.*

In addition to the above, elementary mathematical and physical geography. The maps of Europe and Great Britain.

*Seventh standard.*

In addition to the above, the geography of Europe, and a general knowledge of the geography of the British Empire and of the map of the United States.

## ARITHMETIC.

*NOTE.*—*Arithmetic should be worked in the desks and, as far as possible, on paper.*

*The tables of money, weight, measure, &c., should be illustrated and taught practically.*

*Particular attention should be given to mental arithmetic.*

*The work of the higher standard includes that of the lower.*

*First standard.*

(a.) Numeration and notation up to and including three places of figures.

(b.) Addition and subtraction tables.

(c.) Exercises in addition and subtraction with numbers less than 100.

(d.) Easy mental exercises in addition and subtraction of concrete numbers.

(e.) Simple exercises involving a knowledge of the sub-divisions of a shilling.

*Second standard.*

(a.) Numeration and notation up to and including three places of figures.

(b.) The multiplication table up to and including ten times.

(c.) Easy exercises in addition and subtraction, and multiplication by one figure, numbers in no case to exceed 999.

(d.) Easy mental exercises in addition, subtraction, and multiplication (concrete numbers).

(e.) Simple exercises involving a knowledge of the sub-divisions of a pound sterling.

*Third standard.*

(a.) Numeration and notation of whole numbers up to and including six places.

(b.) Multiplication and pence tables.

(c.) The simple rules, including easy problems, using concrete numbers.

(d.) Simple exercises in the addition, subtraction, multiplication and division of sums of money less than a pound sterling.

(e.) To know the meaning of one-half, one-third, one-fourth, etc., up to one-tenth.

(f.) To measure lines in inches and tenths of an inch, and to record the results in decimal notation.

(g.) Simple exercises involving a knowledge of the sub-divisions of a yard (long measure).

(h.) Easy mental exercises, involving the use of concrete numbers, on the rules learned.

#### *Fourth standard.*

(a.) Numeration and notation of whole numbers, and of decimals to two places.

(b.) Tables of avoirdupois weight, long measure, and time.

(c.) The simple rules, involving decimals to two places. Compound rules (money only). Multipliers and divisors in compound rules and in decimals should be whole numbers not exceeding ten, or numbers composed of two factors which do not exceed ten. Reduction of money, avoirdupois weight, long measure, and time, limited in the same exercise to two steps.

(d.) To understand what is meant by a fraction, and the equality between fractions having different denominators (e.g.,  $\frac{1}{2} = \frac{2}{4} = \frac{3}{6}$ , &c.); the reduction of a fraction to its lowest terms.

(e.) To measure a line and its parts in inches and tenths of an inch, and in centimetres and millimetres, and to record the result in decimal notation. To measure the area of regular figures on squared paper by counting squares.

(f.) Easy mental exercises on the rules learned.

#### *Fifth standard.*

(a.) Tables in common use.

(b.) Compound rules and reduction (exercises as a rule to be short) Shop bills. The unitary method, easy exercises in decimals, and in addition and subtraction of vulgar fractions—the latter to be taught chiefly as mental arithmetic.

(c.) To have an intelligent knowledge of the method of calculating the areas of rectangles and hence of triangles, and to work exercises from pupils' own measurements. To measure approximately the area of irregular figures on squared paper by counting squares.

(d.) Easy mental calculations.

(e.) An elementary practical knowledge of the metric system. (Length, area, volume, weight.) This may be gained by measuring and weighing in the metric system.

#### *Sixth standard.*

(a.) Simple proportion, practice, simple interest, decimals (not circulating), vulgar fractions.

(b.) To have an intelligent knowledge of the methods of calculating the surfaces and the cubic content of rectangular solids and to work exercises from pupils' own measurements. An elementary practical knowledge of the measurement of angles and areas.

(c.) Mental calculations.

#### *Seventh and eighth standards.*

(a.) A knowledge of the preceding courses in arithmetic, with special attention to the reasons of the processes employed. Decimals, averages, percentages, stocks, square root, compound proportion.

(b.) Easy mensuration of rectilineal figures and of the circle.

Ratio of sides of similar triangles.

(c.) Mental calculations.

## SINGING.

(A.) Tonic Sol-fa or (B.) Staff Notation.

*First standard.*(A.) 1. To sing from the teacher's pointing on the modulator the tones of the chord of *doh* in any easy order.

2. To sing sweetly, in unison, any three approved school songs.

(B.) To sing sweetly, in unison, any three approved school songs.

*Second standard.*(A.) 1. To sing from the teacher's pointing on the modulator the tones of the chord of *doh* in any order.

2. To sing any six previously prepared exercises with time and tune combined on the first step of the method.

3. To sing sweetly, in unison, any four approved school songs.

(B.) 1. To sing from the teacher's pointing on a blank staff, the tones of the chord of *doh* in any order.

2. To sol-fa any six previously prepared exercises of a very elementary character, with time and tune combined.

3. To sing sweetly, in unison, any four approved school songs.

*Third standard.*(A.) 1. To sing from the teacher's pointing on the modulator the tones of the chords of *doh* and *soh* in any easy order.

2. To sing any six previously prepared exercises with time and tune combined on the second step of the method.

3. To sing sweetly, in unison, any six approved school songs.

(B.) 1. To sing from the teacher's pointing on a blank staff, the tones of the chords of *doh* and *soh* in any easy order.

2. To sol-fa any six previously prepared exercises of an elementary character, with time and tune combined.

3. To sing sweetly, in unison, any six approved school songs.

*Fourth standard.*

(A.) 1. To sing from the teacher's pointing on the modulator simple passages in the major diatonic scale.

2. To sing any six previously prepared exercises with time and tune combined on the third step of the method.

3. To sing sweetly, in unison, any eight approved school songs.

(B.) 1. To sing from the teacher's pointing on a blank staff, simple passages in the major diatonic scale.

2. To sol-fa any six previously prepared exercises of a simple character, containing all the tones of the major diatonic scale.

3. To sing sweetly, in unison, any eight approved school songs.

*Fifth and sixth standards.*

(A.) 1. To sing from the teacher's pointing on the modulator simple passages, including transition to first sharp or flat keys; also simple passages in the minor mode.

2. To sing any six previously prepared exercises with time and tune combined, containing transitions of one remove.

3. To sing from notes, in two or more parts, any three approved school songs.

(B.) 1. To sing from the teacher's pointing on a blank staff, simple passages in the keys of G, D, F, or B $\flat$ ; also simple passages in the minor mode.2. To sing any six previously prepared exercises with time and tune combined, in the keys of G, D, F, or B $\flat$ .

3. To sing from notes, in two or more parts, any three approved school songs.

*Seventh standard.*

(A.) 1. To sol-fa, from teacher's pointing on a blank staff, simple diatonic passages in any key.

2. To sing any six previously prepared exercises of a simple character in staff notation—each exercise to be in a different key.

3. To sing from notes in either tonic sol-fa or staff notation, and in two or more parts, any three approved school songs.

(B.) 1. To sing from the teacher's pointing on a blank staff, diatonic passages in any key.

2. To sol-fa any six previously prepared exercises of a fairly advanced character—each exercise to be in a different key.

3. To sing from notes, in two or more parts, any three approved school songs.

## DRAWING.

*NOTE.*—In Section A. the pupils should be taught to make a drawing without mechanical aid. In Section B. no instruments but those necessary for the work of each separate standard should be used.

The two sections should be worked concurrently, or on alternate days. In schools where three drawing lessons are given in each week, two of these, as a rule, should be devoted to the work in Section A.

*First standard.*

Section A.—Simple right-lined figures and forms, including simple curves in connection with them, also flat familiar objects and natural specimens, to be drawn on paper with pencil, or on boards with chalk.

Section B.—Simple geometrical figures, such as the square, the rectangle or oblong, and other easy forms, to be drawn with the ruler to measurements which do not include fractions of an inch.

*Second standard.*

Section A.—Exercises of a similar nature to those in the first standard; but involving the use of more difficult curve elements, also simple conventional and natural forms and flat familiar objects.

Section B.—The geometrical figures of the first standard, in addition to other exercises of similar difficulty, to be drawn with the ruler and the 45° set square.

*Third standard.*

Section A.—The "oval" and the "ellipse," very simple conventional ornament from "flat" examples (blackboard), natural forms and flat familiar objects, also drawing simple curves when seen foreshortened.

Section B.—The geometrical figures of the first and second standards, in addition to the equilateral triangle, the regular hexagon and the octagon, to be drawn with the ruler and the set squares.

*Fourth standard.*

Section A.—Simple conventional ornament from flat examples, and natural forms, to be utilised to illustrate the primary principles of design. Drawing simple familiar objects of circular section when their axes are placed in a vertical position, also drawing simple rectilinear figures when the same are seen foreshortened.

Section B.—Construction of simple scales, and the drawing to scale of simple rectilinear objects.

*Alternative programme.—Fourth standard.*

(a.) Bold curves with guide lines.

(b.) Simple free-hand copies from wall charts or blackboard, and occasionally from small copies.

(c.) Simple exercises in drawing to scale on plain paper.

These exercises should be made from dimensioned sketches and occasionally from actual measurements of rectangular surfaces of common objects, such as tables, maps, &c.



*Fifth standard.*

Section A.—Conventional ornament from flat examples, and natural forms, to be utilised to illustrate principles of design. Drawing rectilinear figures and curves in connection with them, when seen foreshortened, and drawing "at sight" and from memory, simple rectilinear objects in conjunction with the objects of circular section studied in the fourth standard.

Section B.—Construction of "metric" and other scales, scale drawing, and problems in geometry, including the division of lines and angles, and the construction of triangles and quadrilaterals from very simple data.

*Alternative programme.—Fifth standard.*

(d.) More advanced exercises in (b) and (c).

(e.) Model drawing of simple regular figures, or simple geometrical drawing.

(f.) Designs in free-hand, partly original.

*Sixth standard.*

Section A.—Conventional ornament from flat examples, and natural forms, to be utilised in original design. Drawing "at sight" and from memory, rectilinear objects in conjunction with objects of circular section.

Section B.—Scale drawing and problems in geometry, including the construction of polygons on a line or in a circle, simple problems on tangents, and problems relating to similar figures.

*Alternative programme.—Sixth standard.*

(g.) More advanced exercises in (e) and (f).

(h.) Original designs in free-hand.

(i.) Model drawing of simple common objects, or more advanced geometrical drawing.

(k.) Easy scale-making.

*Seventh standard.*

Section A.—Rather more difficult conventional ornament from flat examples and natural examples than in the sixth standard, and utilising the same in original design. Drawing "at sight" and from memory, more difficult rectilinear objects in conjunction with objects of circular section than in the sixth standard.

Section B.—More advanced scale drawing and problems in geometry, including the application of geometrical problems in the drawing and planning of designs. Problems in "projection" or plans and elevations, including the "development" of the cube, prisms, pyramids, and the cylinder and the cone, in very simple positions with regard to the planes of projection, also plans and elevations of very simple objects.

*Alternative programme.—Seventh standard.*

(l.) More advanced exercises in (i).

(m.) Drawing simple natural objects, such as a leaf, a flower, &c.

(n.) Shading.

## NEEDLEWORK (GIRLS).\*

NOTE.—The junior standards should, as a rule, use coloured thread when sewing on their practising pieces.

*First standard.*

To knit on two needles, learning how to cast on stitches, to fold a strip of paper as if for turning down a hem, to thread a coarse needle, and to use a thimble for putting the needle through the paper in making a hemming stitch. To hem with coloured cotton.

\* Teachers are at liberty to adopt a different syllabus. For example standards 1 and 2 may be confined to knitting; standards 3 and 4 may perfect themselves in knitting, and begin elements of sewing; and standards 5, 6, and 7 may perfect themselves in sewing, mending, cutting out and making up.

*Second standard.*

To knit on four needles (a wristlet), learning how to cast off stitches; to hem on calico, and to run. When material is available, and sufficient practice has been had, the pupils should be occupied in hemming squares for handkerchiefs and the like.

*Third standard.*

To knit the leg of a sock or stocking, with rib; also to top-sew, and to run and fell, and to make a simple pinafore or a woman's apron. One of these articles to be completed by pupil during year.

*Fourth standard.*

The work of previous years; also to turn the heel of a stocking and to pick up stitches for foot; to stitch, to do plain patching, to sew on strugs, to make a chemise or a more advanced style of pinafore than is taught in previous class. One of these garments to be completed during the year.

*Fifth standard.*

The work of previous year, with increased proficiency; also to narrow for toe of sock, and close it; and (in sewing) to work a buttonhole, to sew on a button, and to darn a round hole in stocking-material, running to half an inch beyond hole, and leaving loops. To cut out a chemise. Garment to be made during year—a chemise, with opening in front closed by button and buttonhole. Mending should begin in this standard.

*Sixth standard.*

Work of previous year; to shape the leg of a long stocking by narrowing; to sew on gathers, to patch flannel with herring-bone stitch, to cut out an overall or a boy's shirt. Garment to be made—an overall with yoke and sleeves, a girl's nightdress, or a boy's shirt. This standard should be taught how to mend worn articles of clothing by darning and patching, done on garments in need of repair.

*Seventh standard.*

As in the sixth standard, with greater proficiency.

## MANUAL INSTRUCTION AND KINDERGARTEN.

*First standard.*

Stick-laying—Forming lines, angles, and figures. Placing from dictation, placing from drawings. Making drawings on dotted paper of simple designs made with the sticks.

Paper-folding. Folding simple borders from plans. Folding simple flat shapes from plans.

*Second standard.*

More advanced exercises in paper-folding. Drawing plans of various simple folds on dotted paper and on the blackboard.

Observations of a solid. Placing two bricks from plan and elevation, and from description. Drawing the plan and elevation of two bricks placed in different positions.

*Third standard.*

Programme to be submitted for approval. (Optional.)

*Fourth standard.*

Programme to be submitted for approval. (Optional.)

## OBSERVATION LESSONS, NATURE STUDY, HEALTH AND HABITS, AND ELEMENTARY EXPERIMENTAL SCIENCE.\*

*First, second, and third standards.*

Observation lessons, nature study, and simple lessons on health and habits.

A well-considered, and, as far as possible, connected scheme of thirty object lessons selected from the following subjects :—

In the Winter months.—Lessons on Health and Habits and Geography, illustrated by objects and simple demonstrations (see detailed suggestions in the "Notes for Teachers").

In the Summer months.—Nature Study based entirely upon observations by the pupils of natural objects and the conditions of plant growth (see lists of suggested topics in the "Notes for Teachers").

## ELEMENTARY EXPERIMENTAL SCIENCE (BOYS).†

NOTE.—In the fourth and higher standards in rural schools one half-hour per week should be devoted to the compilation of a record of observations made during the week—embracing (a) the general character of the weather; (b) the condition of trees and hedges; (c) wild flowers; (d) birds and other animals; (e) farm operations; (f) condition of farm and garden crops; (g) other natural objects of interest in the locality.

In schools where such observations are regularly and systematically carried out, the full course in elementary experimental science provided for the standard or group is not required. The course in elementary science in such schools should aim at affording an explanation of the matters referred to under (c) and (f), or in girls' and mixed schools of matters coming under the heads of domestic economy, cookery, laundry, etc.

It is assumed that pupils in their arithmetic lessons have gained an intelligent grasp of the units of measurement necessary to the course of elementary experimental science.

*Fourth standard.*

Water displaced by a body totally immersed in it; first notions of force; definition of equal weights; the see-saw or lever leading to a knowledge of the balance: adjustment and use of balance. Applications of the lever, crowbar, fire-tongs, scissors, weighing machine.

Measurement of size or volume and of weight; weight of unit volume of water, of other liquids, and of solids; water the standard of comparison: weight of unit volume a means of indicating adulteration and quality of materials; water finds its own level; easy experiments with a U tube; flow of water in pipes and rivers.

\* See also p. 110.

† If no teacher in the school has received instruction in elementary experimental science or if the school is not equipped with apparatus, object lessons on suitable subjects are considered sufficient in all standards to meet the requirements under this head. In unequipped rural schools the programme for nature study and health and habits may be adopted.

Experiments and illustrations to show reality of air; methods of removing air from a vessel. Construction of simple air and water pumps. Air has weight; weight of hot and cold air; experiments to illustrate pressure exerted by the atmosphere.

The barometer a means of measuring the changes in pressure of the atmosphere. Daily observations of barometer, kind of day; winds, direction and amount, height of sun at midday.

#### *Fifth standard.*

Lever and principle of moments.

Capacity of a bottle by weighing the water it holds; its use to find weight of unit volumes of liquid such as milk, oil, treacle, etc.

Floating bodies—applications to ships; float hydrometer for testing heaviness of liquids.

Apparent loss of weight of bodies suspended in water; application to carriage of rocks, stones, etc., by rivers; the diver.

General effects of heat on animal, vegetable, and mineral matter; expansion by heat of solids, liquids, and gases, with applications to method of fixing tyres to wheels, rivetting, circulation of hot water, ocean currents, winds, draughts, ventilation, etc.

The thermometer used to measure hotness or temperature; distinction between heat and temperature; how each is measured, the effect of the Gulf Stream on the climate of Ireland.

Freezing and boiling of water; bursting of water pipes and of steam boilers.

Soluble and insoluble bodies. Filtration. Dissolving and melting.

Burning of a candle and rusting of iron in air leading to a knowledge of the air we breathe.

Regular weather observations.

#### *Sixth standard.*

The uses of the pulley, wheel and axle, wedge and inclined plane treated simply.

The siphon and its uses.

Relative density. Volume of irregular small bodies and of a heavy liquid (mercury).

Heat—measurement of expansion of solids, liquids, and gases; applications of expansion by heat to experiences of everyday life.

Capacity for heat of metals; simple measurements of quantities of heat. Heating by hot water pipes.

Cooling effect of evaporation; applications to plant and animal life.

Nature and composition of air; preparation of oxygen and nitrogen. Effect of animal and vegetable life on air.

Combustion and nature of gas and candle flames. Lamps—construction and use. Nature and functions of breathing. Ventilation.

#### *Seventh and eighth standards.*

Pressure of gases and liquids; water and gas supply.

Heat capacity more fully treated.

Change of state (latent heat); applications to evaporation, steam as a motive power, slow formation of ice, steam scalds—clothing, etc. Nature and uses of chalk and lime—hard waters. Nature and composition of water. Natural waters. Dangers of impure water; means of rendering it safe for drinking purposes.

Acids and alkalis; familiar examples of the action of these on one another. Soap and soda, and their use in cleaning.

Cleanliness, domestic and personal; disease germs; conditions favourable to their growth; how they are carried from place to place.

The elements entering into the composition of the human body. The necessity of maintaining the supply of these in the form of food. Importance of mixed diet. Food as the fuel for the maintenance of the body temperature. The kinds of food that supply the needs of the body.

General functions and structure of the digestive system; the principal changes that foods undergo. Respiration and circulation of the blood.

Putrefaction and decay. Organisms producing decay and deodorisers and disinfectants.

#### DOMESTIC SCIENCE (GIRLS' AND MIXED SCHOOLS).\*

##### *Programme for the fourth and higher standards.*

(See introductory note on p. 99.)

##### *Fourth standard.*

Water displaced by a body totally immersed in it. First notions of force; definition of equal weights. Weight of unit volume of water, of other liquids, such as milk and diluted milk, cream, cold tea, oil, etc., and of solids. Water the standard of comparison; weight of unit volume a means of indicating adulteration and quality of materials.

Air exerts pressure. "Water finds its own level" if air pressure on both surfaces is the same. Pressure of water and gas supply.

Experiments and illustrations to show that air is a real substance. Methods of removing air from a vessel. Air has weight. Hot air is lighter than cold air, and therefore rises above cold air in a room; the used air from a fire, a lamp, or our lungs, is hot and rises; first notions of natural ventilation.

The barometer a means of measuring the changes in pressure of the air, an indicator of wet or fine weather. Daily observations of the weather—barometer, kind of day, wind, height of sun at midday. The seasons.

##### *Fifth standard.*

Bodies which float in water are lighter than water. Weight of liquid displaced by a floating body. Floats used for testing the purity of milk, and strength of other liquids. Use of a brine solution for testing the freshness of eggs. General effects of strongly-heating animal and vegetable foods; the amount of water and amount of unburnable ash in common food materials; differences noted on burning animal and vegetable foods. Expansion by heat of solids, liquids and gases. Cracking of glass vessels and lamp chimneys owing to unequal expansion. Expansion of water when heated; the circulation of hot water.

The thermometer—to measure hotness or temperature; temperature of rooms, of hot bath, of the body in health and in sickness. Freezing and boiling points of water; expansion of water when freezing; bursting of water pipes; ice lighter than water.

Expansion of air by heat; application to winds, draughts, chimneys; effect of strong draught on burning of a fire; breathing and burning both make the air hot and poisonous; necessity for ventilation; natural ventilation; ventilators.

Melting, boiling, evaporation; absorption of heat during these changes; cooling of body due to perspiration; dangers of damp clothes, of damp beds; "siring of clothes"; heating power of steam.

Moisture in the atmosphere; condensation of moisture in the air; distillation. Soluble and insoluble substances used in the household; distinction between dissolving and melting. Foods must be rendered soluble before they can pass into the blood stream and nourish the body. Determination of the amount of solid matter in common beverages.

\* See note at foot of page 99.

*Sixth standard.*

Determination of water and ash in some common foods. Loss of weight during roasting and baking. Transference of heat and applications to modes of cooking; heating by conduction, convection, and radiation, and their common applications. Open fires and closed stoves. Air a bad conductor of heat, application to clothing.

Combustion or burning in air; composition of air; products of combustion of candle, lamp, and food materials; similarity of burning and breathing; the organs of breathing; importance of exercise in strengthening the organs of breathing; maintenance of the body temperature. Effects of heating metals in air; the active and inactive parts of air. The burning of inflammable substances, such as phosphorus and sulphur in air. Preparation and examination of the active and inactive parts of air. The burning of carbon, of fuel and of food material in the active part of air (oxygen); carbonic acid gas. The coal fire, coal gas, flame. Care and use of oil lamps.

Chief types of food material. Starch (and sugar), fat, and less. The making of a loaf of bread; fermentation of starch and sugar by yeast; production of carbonic acid gas and alcohol. The nature of alcohol: its value as a food, and as a stimulant; the dangers of alcohol; its effects on the body when taken in excess. Yeast substitutes, bread soda, baking powder.

*Seventh standard.*

Water supply; properties of natural waters; water as a food; other uses of water. Hard and soft waters; measurement and removal of hardness; "fur" on kettles in which hard water has been boiled. Contamination of water used for domestic purposes; purification by boiling; dangers of cheap filters.

Preparation and burning of "inflammable air" (hydrogen); composition of water; water produced by most substances when burning.

Acids and alkalis: their action upon one another, and upon colouring matters and fabrics.

The action of heat and acids on chalk.

Soap and soda; manufacture and uses.

The elements entering into the composition of the human body; the necessity of maintaining supply of these in the form of food; importance of mixed diet. Food as the fuel for the maintenance of the body temperature. The chief types of food material.

General functions and structure of the digestive system; the principal changes that foods undergo. Respiration and circulation of the blood.

Germs of decay and disease; conditions favourable to germ life; the influence of germs (bacteria) in daily life.

## HYGIENE.—HEALTH AND HABITS.

Instruction in the laws of health should embrace the following subjects:—

1. **CLEANLINESS** (a) *Domestic*.—The origin and dangers of dirt; germs of disease and decay thrive best where there is dirt, darkness, warmth and moisture. Importance of sunshine and fresh air in the home.

Cleaning of rooms—the best methods of sweeping, dusting, washing, scrubbing; cleaning of furniture, curtains, carpets, walls, chimneys, sinks and drains, of cooking and eating utensils; importance of clean out-houses, cowsheds, etc. Dangers of manure heaps near house or water supply.

- (b) *Personal*.—Cleanliness of skin, hair, teeth; importance of bathing.

Frequent changes of clothes worn next the skin; cleaning of outer garments; perspiration; change and airing of bedding.

The dirty and dangerous habit of spitting—a frequent cause of the spread of tuberculosis; other good and bad personal habits; dirtiness a sign of want of self-respect; signs of good health.

2. FRESH AIR.—Breathing; importance of erect carriage and posture, and of exercise to strengthen the muscles which regulate breathing. Changes in air when breathed; necessity for continual supply of fresh air. Ventilation and ventilators; chimneys, doors, windows. The importance of fresh air as a preventive of tuberculosis, or as an aid in resisting it.
3. PURE WATER.—Uses of water; dangers of impure water. How water is contaminated and how it may be made fit for domestic use.
4. WARMING AND LIGHTING.—Fires and stoves; laying and lighting the fire, cleaning the stove. Proper temperature of rooms. Nature of burning; compare with breathing.  
Oil lamps, gas, coal.  
Catching cold; dangers of damp clothes, damp beds, damp feet.
5. FOOD.—Typical food materials—starch, fat, and lean; milk, flour, eggs, meat, bacon, potatoes and green foods; importance of mixed diet; water and salt as food; air as food; food the fuel of the body; overfeeding and underfeeding; regular meals.  
Beverages—tea, coffee, cocoa are stimulants, but have little food value; tea if drunk too strong and in excess acts as a poison; useful if taken in moderation.
6. TEMPERANCE.—Alcohol taken in any but very small quantities produces injurious effects on digestion, breathing, circulation, and excretion; its use by young people always harmful; few people require it; the habit, if acquired, of using alcohol, expensive and leading to loss of ability and energy, and in many cases to complete moral and social degradation.  
The use and abuse of tobacco; everyone can do without it; it is dangerous and poisonous until young people have done growing.
7. ILLNESS.—Minor ailments and accidents—burns, wounds, sprains, stings, fainting fits—how dealt with, necessity of keeping cool, i.e., freedom from excitement in dealing with sudden illness or accidents. Poisoning, infection, and disinfection. The principles of home nursing.
8. THRIFT.—Money earnings, spending, saving, household accounts.
9. ORDER.—A place for everything, and everything in its place; regular times and regular days for fixed duties; saving time by forethought in arranging one's work properly; finish one task at a time.
10. CONDUCT.—Punctuality; self-control; politeness.

### PHYSICAL DRILL.

*NOTE.—Suitable games should be encouraged by teachers during play time. Great attention should be paid to the manners and deportment of the pupils. They should be trained to habits of prompt obedience. Energy, gracefulness, and precision of movement in the various exercises should be particularly cultivated.*

#### *First standard.*

March in step; right and left turns as in marching. Head movements. Combination exercises. Musical drill, if possible.

*Second standard.*

March at uniform rate at even distances and with good carriage. Right, left, half-right, and half-left turns. March to position for exercise instead of wheeling. Arm exercises. Head movements. Body (trunk) movements. Feet and leg movements. Combination exercises. Musical drill, if possible.

*Third and fourth standards.*

Marching (as for second standard). Change step on the march. Counter-marching. Running in step. Turne—right turn; left turn; half-right turn; half-left turn; right-about turn. Wheeling in fours, forwards and backwards. Opening and closing of ranks for exercises. Dumb-bells where possible.

*Fifth, sixth, and seventh standards.*

Marching (as for former standards). Change step, and do the right-about turn on the march. March in line forwards and backwards. Turns, wheeling, &c. (as for former standards). Stave or Indian club exercises.

## COOKERY (GIRLS).

*(For pupils of the fifth and higher standards; also for pupils of the lower standards that are over eleven years of age).*

*For detailed syllabus and schemes of work see "Notes for Teachers."*

**GENERAL**.—Kitchen work, setting and lighting fires; cleaning and management of a range or stove.

Scullery work, cleaning kitchen utensils, dishes, plates, knives, etc.

Boiling or steaming, roasting, frying.

**EGGS**.—Boiling, poaching, frying; scramble egg, custard, pancakes.

**VEGETABLES**.—Root—potatoes, turnips, etc.

Green—cabbage, cauliflowers, peas, etc.

**SAUCES**.—White sauce (melted butter); gravy.

**MEAT**.—Boiling or steaming; stewing.

Roasting, baking, frying or grilling.

Re-heating, mince, hash, rissoles, etc.

(Joins suitable for each mode of cooking.)

**FISH**.—Boiling, frying, and baking.

(Fish suitable for each mode of cooking.)

**SOUP**.—Lentil; vegetable; meat.

**BREAD, ETC.**—Soda bread; yeast bread.

Cakes, not more than three.

Pastry—plain, suet, and flaky.

**PUDDINGS**.—Milk puddings, rice, etc.

Suet puddings, suet dumplings, etc.

Batter puddings.

Tarts—rhubarb, apple.

**PRESERVES**.—Gooseberry jam, apple and blackberry jellies.

**INVALID AND SUNDRIES**.—Beef tea, gruel, whey, etc.

Tea, coffee, porridge.

Laying breakfast and dinner table.

(Instruction in cookery may be limited to twenty-five lessons given during the winter months of the year.)



## LAUNDRY WORK (GIRLS).

(For pupils of the fifth and higher standards; also for pupils of the lower standards that are over eleven years of age.)

For detailed syllabus see "Notes to Teachers."

The instruction should include lessons on—

1. Utensils.—Cleansing and care of tubs, irons, clothes, lines, etc.
2. Materials.—Water, soap, soda, borax, starch, blue, etc.
3. Preparation for washing day.
4. Washing.—Linen, woollen, cotton prints, muslin and lace.
5. Starching and stiffening processes.
6. Methods of drying and hanging out of clothes.
7. Bleaching.
8. Ironing, polishing, folding, and airing.
9. Removing stains.
10. Disinfectants.

Articles to be washed—

Kitchen cloths, handkerchiefs, body-linen, stockings, flannels, collars, cuffs, coloured prints, table linen, lace and silks.

The course may be limited to twenty lessons.

## PROGRAMME FOR INFANTS IN SCHOOLS WITHOUT INFANTS' DEPARTMENTS.

## ENGLISH.

To be taught to speak audibly and distinctly. Story-telling by the teacher and the reproduction by pupils in their own words of simple incidents in the stories told.

To read from an Infants' Primer, and to spell words and short phrases taken from the book, but not before the pupil is five years of age. Younger pupils should learn to read easy words printed on the black-board or formed in the reading frame, such words to be connected with the stories told to the pupils.

To copy from the blackboard the letters of the alphabet and combinations forming simple words.

N.B.—The letters should be taught in their order of difficulty.

## ARITHMETIC.

- (a.) Decimal ball frame.
- (b.) To read and write numbers up to 10.
- (c.) Addition of pairs of concrete numbers, total not to exceed 18; and similar exercises in subtraction.

## SINGING.

To sing sweetly, in unison with first standard, any three approved songs, one or two of which may be action songs.

## DRAWING.

Section A.:—Simple figures and forms, including simple curves in connection with them, also the form of such flat familiar objects and natural specimens as may be introduced in "Object lessons." Pencil and coloured chalks to be used.

Section B.:—Simple geometrical figures, such as the square, the rectangle or oblong, and other easy forms, to be drawn with the ruler on paper ruled with ink lines of a light "grey" colour in squares of one inch side.

## KINDERGARTEN.

Such occupations as can be usefully introduced by the teacher (e.g., stick-laying, bead-threading, &c.).

## DRILL.

Babies' drill, school games, good manners.

## NEEDLEWORK.

Knitting on two needles, learning to cast on stitches.

## CONVERSATIONAL AND OBJECT LESSONS.

Animal life (dog, cat, &c.).

Plant life (blossoms, leaves, roots, stems, &c.).

Common things (milk, clothes, paper, &c.).

## PROGRAMME FOR SCHOOLS UNDER TWO TEACHERS.

For English and Arithmetic, schools in charge of two teachers may be divided into four groups, consisting respectively of infants; first and second standards; third and fourth standards; and fifth, sixth, and seventh standards.

For other subjects the junior standards may form one group, and the senior standards another.

The grouping suggested is not compulsory, as it must to some extent depend on the classification of the pupils; but some form of suitable grouping should be adopted.

In giving instruction to the first group, teachers should follow, so far as time may permit, the main outlines of the course of instruction prescribed for infants in a school under three or more teachers (page 105).

*NOTE.*—Written exercises in all subjects must be carefully executed and regularly signed, dated, and preserved for inspection.

## ENGLISH.

## READING AND SPELLING.

*NOTE.*—In all standards reading must include the explanation and subject matter of the lessons. In the second and higher standards, the reading at sight of passages from any suitable book approved by the Commissioners, other than the Readers in use, should be practised. The reading must be correct and intelligent, and due attention must be paid to phrasing and intonation.

In each of the three higher groups, a separate Literary Reader should be used; 40 to 80 lines of poetry should be committed to memory each year. A suitable Historical Reader should be used in the senior groups, and a story book or a book of travel or adventure should be introduced in every standard except the lowest.

In the second and third groups, proficiency in spelling should be acquired mainly through reading, dictation, and transcription. Oral spelling may also be practised. In the fourth group, transcription should be dispensed with. Written composition should begin in the third group, and be frequently practised in the fourth group.

## WRITING.

Pupils in the second and third groups should be taught to copy, with fair imitation, suitable models, which should be written mainly on the blackboard.

Pupils in the fourth group should learn to write a free legible hand, and should have simple exercises in book-keeping.

## COMPOSITION.

*NOTE.*—Written composition is best taught through oral composition, which should therefore be practised in all standards.

*Second group (first and second standards).*

To form sentences orally; pupils to reproduce in their own words the subject matter of the lesson read.

*Third group (third and fourth standards).*

To write from memory the substance of short stories, or short descriptions of familiar scenes and incidents.

*Fourth group (fifth and higher standards).*

Letter-writing.

## GRAMMAR.

*NOTE.*—Text-books should not be used until the pupils have reached the fourth group.

*Third group (third and fourth standards).*

(a.) Very easy analysis.

(b.) To distinguish intelligently the Parts of Speech in an ordinary sentence.

*Fourth group (fifth and higher standards).*

(a.) Easy analysis and parsing.

(b.) Etymology and syntax, particularly so far as they bear on the correction of errors made by the pupils in speaking, or in written composition.

## HISTORY.

*NOTE.*—*Historical Readers* may be used in the third group, and *Text-books* in the fourth group as supplementary to oral instruction.

*Second group (first and second standards).*

Conversational lessons introductory to history.

*Third group (third and fourth standards).*

General outline of the history of Ireland by characteristic epochs or periods, with a knowledge of the life of one representative man in each period.

*Fourth group (fifth and higher standards).*

(a.) A selected period of history, preferably Irish, with outline of the corresponding period of English history; or

(b.) A course of local history, i.e., of the city or county or province in which the school is situated.

## GEOGRAPHY.

*NOTE.*—*Geographical Readers* may be used. *Text-books* may be introduced in the fifth and higher standards, but these, as well as the *Readers*, should always be used in connection with the maps.

*Junior group (first, second, third, and fourth standards).*

Suitable introductory lessons in Geography, by reference to the school and its surroundings, and by means of object lessons; and, in addition, a general knowledge of the map of Ireland.

*Senior group (fifth and higher standards).*

In addition a knowledge of the maps of Europe and Great Britain and a general knowledge of the map of the World, with special reference to the British possessions; also a general knowledge of the elements of mathematical and physical geography.

## ARITHMETIC.

*NOTE.*—Arithmetic should be worked in the desks, and, as far as possible, on paper.

The tables of money, weight, measure, etc., should be illustrated and taught practically.

Particular attention should be given to mental arithmetic.

Knowledge of the full course for any group is not expected until the second year.

*Second group (first and second standards).*

(a.) Numeration and notation up to and including three places of figures.

(b.) Addition, subtraction, and multiplication tables up to 10 times.

(c.) Easy exercises in addition and subtraction, and multiplication by one figure.

(d.) Easy exercises involving a knowledge of the sub-divisions of a shilling and of a pound sterling.

(e.) Easy mental exercises in addition and subtraction of concrete numbers.

*Third group (third and fourth standards).*

(a.) Numeration and notation of whole numbers, up to and including six places, and of decimals of one place.

(b.) Multiplication and pence tables and tables of avoirdupois weight, long measure, and time.

(c.) Simple and compound rules. (Money only, multipliers and divisors not to exceed 10, or to be composed of two factors not exceeding 10.)

(d.) Reduction of money, avoirdupois weight, and time, limited in the same exercise to two steps.

(e.) To know the meaning of one-half, one-third, etc., up to one-tenth. To understand what is meant by a fraction and the equality between fractions having different denominators (e.g.,  $\frac{1}{2} = \frac{2}{4} = \frac{3}{6}$ ); the reduction of a fraction to its lowest terms.

(f.) To measure a line and its parts in inches and tenths of an inch, and to record the result in decimal notation. To measure the area of rectangular figures on squared paper.

(g.) Very easy mental exercises of a practical character in the simple and compound rules, the exercises in the compound rules to be limited to money calculations.

*Fourth group (fifth and higher standards).*

(a.) Tables in common use.

(b.) Compound rules and reduction. Shop bills. The unitary method, simple and compound proportion, simple interest, practice, decimals, and vulgar fractions. To calculate from pupils' own measurements the areas of rectangles, and hence of triangles, and the surfaces and cubic contents of boxes, rooms, etc. (Squared paper will be found useful.)

(c.) Linear measurements according to the metric system.

(d.) To be expert in mental calculations.

## SINGING.

*Junior group (infants, first and second standards).*

Six easy school songs.

Simple modulator exercises in the chords of *do* and *so*.

*Senior group (third and higher standards).*

Six school songs, of which two, if possible, should be rounds or part-songs. Song books should be used by the pupils.

Simple modulator exercises on the major diatonic scale, with easy transition to the first sharp and flat keys.

Graduated exercises of moderate length in tune and time combined.

At least two new songs should be taught every year in each group.

*NOTE.*—If staff notation be selected a programme of corresponding difficulty should be submitted for approval.

## DRAWING.

*NOTE.*—In Section A, the pupils should be taught to make a drawing without mechanical aid. In Section B, no instruments but those necessary for the work of each separate group should be used.

The two sections should be worked concurrently, or on alternate days. In schools where three drawing lessons are given in each week, two of these, as a rule, should be devoted to the work in Section A.

*Junior group (infants, first and second standards).*

Section A. :—Simple right-lined figures and forms, including simple curves in connection with them, also simple conventional and natural forms, and flat familiar objects, to be drawn on paper with the pencil.

Section B. :—Simple geometrical figures, such as the square, the rectangle or oblong, and other exercises of similar difficulty, to be drawn with the ruler and 45° set-square to measurements which do not include fractions of an inch. In the earlier exercises, paper ruled with ink lines of a light "grey" colour in squares of one inch side should be used.

*Senior group (third and higher standards).*

Section A. :—Simple conventional ornament from flat examples, and natural forms, to be utilised to illustrate the primary principles of design. Flat familiar objects. Simple plane figures in connection with them, when seen foreshortened. Drawing "at sight" and from memory, simple objects of circular section when their axes are placed in a vertical position, and drawing simple rectilinear objects.

Section B. :—The use of the ruler and the set-squares in the construction of scales, and drawing to scale simple rectilinear figures and objects, also simple problems in geometry.

*Alternative programme :—Senior group.*

(a.) Freehand—Straight-lined and curved figures on plain paper.

(b.) Original designs in freehand, or drawing of simple forms from memory.

(c.) Model drawing of simple objects, or easy geometrical drawing, including drawing to scale.

## NEEDLEWORK (GIRLS).

The maximum proficiency to be looked for from any standard is not to be higher than that laid down on pp. 97 and 98.

*Junior group (infants, first and second standards).*

*NOTE.*—Pupils in this group should, as a rule, use coloured thread when sewing on their practising pieces.

Knitting with four needles, hemming, running, and top-sewing.

*Senior group (third and higher standards).*

Knitting a stocking and darning, running and felling, patching, stitching, working buttonholes, sewing on buttons and strings, sewing on gathers, herring-bone stitch.

To cut out and put together in each year one of the following :—Pinafore, chemise, boy's shirt, girl's nightdress, overall.

## MANUAL INSTRUCTION AND KINDERGARTEN.

Manual instruction may be confined to the two junior groups, for which suitable kindergarten occupations with paperfolding or brickwork are sufficient.

# NATURE STUDY, HEALTH AND HABITS, AND ELEMENTARY SCIENCE OF COMMON LIFE.

Programmes for all equipped schools in which experimental science is taught to not more than two divisions above Standard III. (For schools with three or more divisions under instruction in science, see programmes, pp. 99-102.)

## *Junior group.*

Standard I. and Infants.—Conversation and observation lessons on plant life and natural phenomena, and common things.

Standards II. and III. :—

Winter.—Simple Lessons on Health and Habits (see syllabus, Stage I., in Notes for Teachers).

Summer.—Nature Study (see lists of suggested topics in Notes for Teachers).

## *Senior group (fourth and higher standards).*

In schools in which there are two divisions under instruction in this branch Scheme A. should be taken by the lower division and Scheme B. by the upper division.

Where one division only is taught science Scheme A. should be taught one year, and Scheme B. the next.

These programmes are given in greater and more helpful detail in the Notes for Teachers; the instruction should follow the lines of these detailed syllabuses.

In any school where a teacher or teachers have been trained in elementary experimental science, application should be made to the Commissioners for a grant of apparatus, if the school has not already been equipped.

Where there is no teacher trained in experimental science, Nature Study and lessons on Health and Habits are considered sufficient in all standards to meet the requirements under this head.

In rural schools in the summer months one of the science lessons each week should be devoted to the study of plant life.

It is assumed that in their arithmetic lessons pupils have gained a practical grasp of the units of measurement necessary to the course of experimental science.

## SCHEME A.

Weight of unit volume of solids, liquids, and gases.

Effects of heat on solids, liquids, and gases.

Experimental study of air and water in relation to daily life. The measurements and experiments should be devised to lead to the explanation of common phenomena and the laws of health.

## SCHEME B.

Revision of measurements of weight and volume

Air in relation to burning, breathing, and ventilation.

The nature of food materials and fuels.

Air composed of two very different gases.

Nourishment of the human body and regulation of its temperature; respiration, clothing, exercise; circulation of the blood, digestion.

Germs in relation to daily life. Preservation of food. Infectious disease.

Chalk, hard-water, soap, soda.

## PHYSICAL DRILL.

*NOTE.*—Great attention should be paid to the manners and deportment of the pupils. They should be trained to habits of prompt obedience. Energy, gracefulness, and precision of movement in the various exercises should be particularly cultivated.

*Junior group (infants, first and second standards).*

Head, arm, body, feet and leg movements. Right, left, about turns. Marching in step at regular intervals. Musical drill, and stave, club, or dumb-bell exercises, where practicable.

*Senior group (third and higher standards).*

Movements and exercises of a more advanced kind, the turns and forming fours.

Bar-bell and dumb-bell exercises should be introduced where possible.

## HYGIENE—HEALTH AND HABITS.

See page 102.

## COOKERY (GIRLS).

See page 104.

## LAUNDRY WORK (GIRLS).

See page 105.

## PROGRAMME FOR SCHOOLS UNDER ONE TEACHER.

For English and arithmetic, schools in charge of one teacher may be divided into three groups, consisting respectively of infants and first standard; second and third standards; and fourth and higher standards. For other subjects the junior standards may form one group, and the senior standards another. This grouping is not compulsory, but some form of grouping should be adopted suitable to the circumstances of the school.

*NOTE.*—Written exercises in all subjects must be carefully executed and regularly signed, dated, and preserved for inspection.

## ENGLISH.

## READING AND SPELLING.

*NOTE.*—In all standards reading must include the explanations and subject matter of the lessons. In the second and third groups the reading at sight of passages from any suitable book approved by the Commissioners other than the Readers in use should be practised. The reading must be correct and intelligent, and due attention must be paid to phrasing and intonation.

A primer should be used in the first group, and a separate Literary Reader in the second and third groups, and an Historical Reader should be used in the third group. Forty to eighty lines of poetry should be committed to memory every year. A simple story-book should be used in the second group, and in the third group a book of travel or adventure.

Proficiency in spelling should be acquired mainly through reading, dictation, and transcription. Oral spelling may also be practised. In the third group transcription should as a rule be dispensed with and composition should be frequently practised.

## WRITING.

Pupils in the first and second groups should be taught to copy, with fair imitation, suitable models, which should be written mainly on the blackboard.

Pupils in the third group should learn to write a free and legible hand.

## COMPOSITION.

NOTE.—Written composition is best taught through oral composition, which should therefore be practised in all standards.

*Second group (second and third standards).*

To form orally simple sentences; pupils to reproduce, in their own words, the subject matter of the lesson read. To write simple sentences.

*Third group (fourth and higher standards).*

To write frequently short descriptions of familiar matters and letters on simple subjects.

## GRAMMAR.

*Third group (fourth and higher standards).*

Easy analysis. Correction of local vulgarisms.

## HISTORY.

NOTE.—*Historical Readers or Text-books may be used in the senior group as supplementary to oral instruction.*

*Junior group (second and third standards).*

Conversational lessons introductory to history.

*Senior group (fourth and higher standards).*

(a.) General outline of the history of Ireland by characteristic epochs or periods, with a knowledge of the life of one representative man in each period; or

(b.) Lessons on local history, i.e., of the county or province in which the school is situated.

## GEOGRAPHY.

*Junior group (second and third standards).*

Suitable introductory lessons in geography by reference to the school and its surroundings, and by means of object lessons.

*Senior group (fourth and higher standards).*

General knowledge of the geography of Ireland, and of the maps of Great Britain and the World.

## ARITHMETIC.

NOTE.—Arithmetic should be worked in the desks, and, as far as possible, on paper.

The tables of money, weight, measure, etc., should be illustrated and taught practically.

Particular attention should be given to mental arithmetic.

A knowledge of the full course for any group is not expected until the second year, or in the third group until the third year.



*First group (infants and first standard).*

- (a.) Numeration and notation to three places of figures.
- (b.) Addition and subtraction tables, including their application to easy concrete examples.
- (c.) Easy exercises in addition and subtraction.
- (d.) Easy exercises involving a knowledge of the sub-divisions of a shilling.

*Second group (second and third standards).*

- (a.) Numeration and notation up to and including six places of figures.
- (b.) To know the multiplication and the pence tables.
- (c.) Easy exercises involving a knowledge of the sub-divisions of a pound sterling and of a yard (long measure).
- (d.) To know the meaning of one-half, one-third, etc., up to one-tenth.
- (e.) The simple rules and their application to easy concrete examples.
- (f.) To work mentally very easy exercises in the rules learned.

*Third group (fourth and higher standards).*

- (a.) Numeration and notation of whole numbers and of decimals to not more than three places.
- (b.) Compound rules, reduction (money, time, avoirdupois weight, long and square measure). Easy exercises in decimals and vulgar fractions, the unitary method, simple proportion, practice and simple interest, shop bills.
- (c.) Easy practical questions in mental arithmetic.
- (d.) Linear measurements according to the metric system.
- (e.) To have an intelligent knowledge of the method of calculating the areas of rectangles, and hence of triangles, and to work exercises from pupils' own measurements.

## SINGING.

*Junior group (infants, first and second standards).*

Six easy school songs.

Simple modulator exercises in the chords of *doh* and *soh*.

At least two new songs should be taught every year.

*Senior group (third and higher standards).*

Six school songs, of which two, if possible, should be rounds or part-songs. Song-books should be used by the pupils.

Simple modulator exercises on the major diatonic scale, with easy transition to the first sharp and flat keys.

Graduated exercises of moderate length in tune and time combined.

At least two new songs should be taught every year.

*NOTE.*—If staff notation be selected a programme of corresponding difficulty should be submitted for approval.

## DRAWING.

*NOTE.*—In Section A, the pupils should be taught to make drawing without mechanical aid. In Section B, no instruments but those necessary for the work of each separate group should be used.

The two sections should be worked concurrently, or on alternate days. In schools where three drawing lessons are given each week, two of these, as a rule, should be devoted to the work in Section A.

*Junior group (infants, first and second standards).*

Section A. :—Simple right-lined figures and forms, including simple curves in connection with them, also simple conventional and natural forms, and flat familiar objects, to be drawn on paper with the pencil.

Section B. :—Simple geometrical figures, such as the square, the rectangle or oblong, and other exercises of similar difficulty, to be drawn with the ruler to measurements which do not include fractions of an inch. In the earlier exercises, paper ruled with ink lines of a light "grey" colour in squares of one inch side should be used.

*Senior group (third and higher standards).*

Section A. :—Simple conventional ornament from flat examples, and natural forms. Flat familiar objects. Simple plane figures and curves in connection with them when soon foreshortened. Drawing "at sight" and from memory simple objects of circular section when their axes are placed in a vertical position, and drawing simple rectilinear objects.

Section B. :—The use of the ruler and the set-square in the construction of simple scales, and drawing to scale simple rectilinear objects.

*Alternative programme.—Senior group.*

- (a.) Freehand—Straight-lined and curved figures on plain paper.
- (b.) Drawing of simple forms from memory.
- (c.) Original designs in freehand, or drawing to scale.

## NEEDLEWORK (GIRLS).

See note under needlework on p. 100.

*Junior group (infants, first and second standards).*

*NOTE.*—Pupils in this group should, as a rule, use coloured thread when sewing on their practising pieces.

Knitting with four needles, hemming and running.

(Knitting, only, is expected from the infants and first standard.)

*Senior group (third and higher standards).*

Knitting a stocking and darning. Running and felling, top-sewing, patching, stitching, working button-holes, sewing on gathers.

To make a chemise or boy's shirt (cutting-out to be done by pupils).

## MANUAL INSTRUCTION AND KINDERGARTEN.

Manual instruction may be confined to the junior group, for which suitable kindergarten occupations with paper-folding or brickwork are sufficient.

## OBJECT LESSONS.

During the winter months object lessons based on the Health and Habits programme (see Syllabus, Stage I., in the "Notes for Teachers") should be given.

The following course is recommended for adoption during the summer months (see also list of suggested topics for Observation Lessons and Nature Study in the "Notes for Teachers") :—

*Junior group (infants, first and second standards).*

The trees and larger shrubs in the neighbourhood of the school. (No detailed study; the pupils should learn only to distinguish one species from another.)

A few of the principal flowers, both garden and wild flowers. (A collection for the school should be made by the pupils; window boxes may also be used.)

Kitchen-garden vegetables—potato, turnip, carrot, parsnip, cabbage, onion, lettuce, pea, and bean.

The commoner animals and birds which the children meet.

*Senior group (third and higher standards).*

Structure of a flower. Growth of a seed exemplified by a bean. Parts of a plant. Simple experiments to show the effect of light, warmth, moisture, air and soil on the growth of a plant.

Different kinds of roots: the functions of the root. The leaf; its functions; different kinds of leaves (collection to be made).

Methods of cultivating the vegetables referred to in the junior group. (A small plot is required for this part of the syllabus. Actual work done by the pupils is necessary, as theory without its application by the pupils themselves is of little value.)

The principal garden fruit trees; pruning and grafting. (If the school grounds permit of planting, the pupils should have care of the trees.)

Creeping shrubs. The walls of the schoolhouse should be used.

N.B.—The children should be encouraged to employ in gardening at home the knowledge which they have acquired at school.

## PHYSICAL DRILL.

*NOTE.*—Great attention should be paid to the manners and deportment of the pupils. They should be trained to habits of prompt obedience. Energy, gracefulness, and precision of movement in the various exercises should be particularly cultivated.

The junior group should be taught head movements, arm exercises, right and left turns, and marching in step.

The senior group should be taught more advanced drill, such as body and limb movements, the turns, and forming fours.

Bar-bell and dumb-bell exercises should be introduced where possible.

## HYGIENE—HEALTH AND HABITS.

*See page 102.*

## COOKERY (GIRLS).

*See page 104.*

## LAUNDRY WORK (GIRLS).

*See page 105.*

## PROGRAMME FOR INFANTS' SCHOOLS AND INFANTS' DEPARTMENTS.

## INFANTS.

## READING.

To be taught to speak audibly and distinctly. Story-telling and conversational object and picture lessons. To read words printed on the blackboard, and to form sentences from conversational lessons; the teacher should print the sentences on the blackboard. These lessons should be introductory to the use of a primer. To spell from the primer. The alphabet (if taught) should be taught in selected groups of letters.

## WRITING.

To write the small letters, imitating a model written on the blackboard (letters to be written in some good order), and to group the letters so as to form words.

## COMPOSITION.

To compose short, simple sentences, using the names of objects in the school-room, and also using nouns occurring in the reading-books. Children to describe, in their own words, incidents from a story told by the teacher. Errors of speech made by the children should be corrected.

## ARITHMETIC.

In counting, objects to be used, *e.g.*, stick-laying materials, balls (of Gift I.) and beads (for threading). To add numbers whose sum does not exceed 18, and to subtract numbers from a group not exceeding 10. Ball-frame exercises in connection with the blackboard. To read and write numbers up to 10, and to compare their values. To perform mentally simple addition and subtraction of numbers not exceeding 10.

## SINGING.

To sing sweetly, in unison, any four suitable songs (at least two of them to be action songs), and to play two games into which songs are introduced.

## DRAWING.

Simple figures and forms, including simple curves in connection with them, also the form of such flat familiar objects and natural specimens as may be introduced in the "Nature" and "Object" lessons. Pencils, coloured chalks, or other suitable drawing mediums to be used.

## NEEDLEWORK.

Needle-drill, knitting-pin drill, running with coloured cotton (first on canvas), use of thimble.

## DRILL.

Finger-plays, games connected with Gifts I., II., and games connected with a story or nature lesson. Running games, simple drill.

## KINDERGARTEN.

Gifts I., II., III., IV. Bead-threading, perforating, stick-laying, paper-folding.

## OBJECT LESSONS.

Animal Life, *e.g.*, cat, fish.

Plant Life, *e.g.*, large growing plants.

Common things, *e.g.*, doll, doll's house.

Familiar people, *e.g.*, postman, farmer.

## FIRST STANDARD.

Reading,	.	.	.	.	} As in the programme for schools under three or more teachers.
Spelling,	.	.	.	.	
Writing,	.	.	.	.	
Composition,	.	.	.	.	
Arithmetic,	.	.	.	.	
Singing,	.	.	.	.	

## DRAWING.

Section A. :—Simple right-lined figures and forms, including simple curves in connection with them, also flat familiar objects and natural specimens, to be drawn on paper with pencil, or on boards with chalk.

Section B. :—Simple geometrical figures, such as the square, the rectangle or oblong, and other easy forms, to be drawn with the ruler to measurements which do not include fractions of an inch.

## NEEDLEWORK.

As in the programme for schools under three or more teachers.

## DRILL.

Games connected with a story or nature lesson. Marching, turns, leg and arm movements. Combination exercises. Musical drill.

## KINDERGARTEN.

Gift V. Paper-folding, stick-laying, and brush work (when practicable).

## OBJECT LESSONS.

Animal life, plant life, common things, natural phenomena.

# ALTERNATIVE PROGRAMME OF INSTRUCTION FOR SEVENTH AND EIGHTH STANDARDS.

The managers are at liberty, subject to the recommendations of the inspectors, to adopt for the seventh and eighth standards the programmes issued by the Board of Intermediate Education for Ireland as indicated below.

## *Seventh standard.\**

The programme of the preparatory grade, viz. :—

- (a.) English.
- (b.) One of the following languages :—(1) Latin, (2) French, (3) German, (4) Irish.
- (c.) Mathematics.
- (d.) Experimental science.
- (e.) One other subject.†

## *Eighth standard.\**

The programme sanctioned by the Board of Intermediate Education for the junior and middle grades, viz. :—

- (a.) English.
- (b.) Two of the following languages‡ :—(1) Greek, (2) Latin, (3) French, (4) German, (5) Irish.
- (c.) Mathematics.
- (d.) One other subject,† which, except for those exempt, shall be experimental science.

\* Students may present themselves in any number of subjects, but, except as provided under the rules of the Board of Intermediate Education, to pass the examination they must pass in the subjects as set forth above.

† For list of subjects see page 2 of the Rules of the Board of Intermediate Education.

‡ Any student who has already passed with one language only in any grade other than the preparatory, may, instead of taking two languages, take for a pass the language in which he has already passed and one other subject.

## BILINGUAL PROGRAMME.

NOTE.—In all standards, Reading must include explanation and subject matter of lessons. It should be correct and intelligent, due attention being paid to phrasing and intonation.

*First standard.*

IRISH.	ENGLISH.
<p style="text-align: center;"><b>INFANTS.</b></p> <p>To be taught to speak audibly and distinctly. Story telling by the teacher and reproduction by the pupils in their own words of simple incidents in the stories told.</p> <p>To read off the blackboard, and to understand words of two and three letters, and to read and understand sentences based on these words.</p> <p>To copy letters off the blackboard.</p> <p style="text-align: center;"><b>FIRST CLASS.</b></p> <p><i>Reading.</i>—To read, spell, and understand the matter in a suitable elementary text book.</p> <p>"<i>An Céao Leabap</i>," Parts I. and II., published by the Gaelic League, may be taken as typical of the amount and difficulty of the matter required.</p> <p><i>Writing.</i>—To copy suitable words written on the blackboard.</p>	<p style="text-align: center;"><b>INFANTS.</b></p> <p><i>Reading and Spelling.</i>—As in the ordinary programme.</p> <p><i>Writing.</i>—As in the ordinary programme.</p> <p style="text-align: center;"><b>FIRST CLASS.</b></p> <p><i>Reading and Spelling.</i>—As in the ordinary programme, but the course to be limited to one-half of the English matter required therein.</p> <p><i>Writing.</i>—As in the ordinary programme.</p>

*Second standard.*

<p><i>Reading.</i>—To read and understand 30 to 40 pages of a suitable text book.</p> <p>"<i>An Dópa Leabap</i>"—published by the Gaelic League—may be taken as typical of the amount and difficulty of the matter required.</p> <p><i>Poetry.</i>—To repeat 30 lines of poetry.</p> <p><i>Spelling.</i>—To write or spell orally words selected from the Reader used.</p> <p><i>Writing.</i>—To copy from a suitable model.</p>	<p><i>Reading and Spelling.</i>—As in the ordinary programme, but the course to be limited to one-half of the English matter required therein.</p> <p><i>Writing.</i>—As in the ordinary programme.</p>
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*Third standard.*

<p><i>Reading.</i>—To read and understand 50 pages of suitable reading matter. "<i>An Treas Leabap</i>," Part I., published by the Gaelic League, may be taken as typical of the amount and difficulty of the matter required.</p> <p><i>Writing.</i>—Transcription from Reading Book. To exhibit 50 copies or half-copies written during the year.</p> <p><i>Spelling.</i>—To write words and easy phrases selected from the Reader used.</p> <p><i>Composition.</i>—The formation of simple sentences.</p> <p><i>Grammar.</i>—Aspiration and eclipses.</p>	<p><i>Reading and Spelling.</i>—As in the ordinary programme, but the course to be limited to one-half of the English matter required therein.</p> <p><i>Grammar and Composition.</i>—As in the ordinary programme.</p> <p><i>Writing.</i>—As in the ordinary programme.</p>
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*Fourth standard.*

IRISH.	ENGLISH.
<p><i>Reading.</i>—To read and understand 60 pages of a suitable text book.</p> <p>"<i>An Great Leabhar.</i>" <i>Curo II.</i>—Published by the Gaelic League—may be taken as typical of the amount and difficulty of the matter required.</p> <p><i>Writing.</i>—To write a good legible hand. To exhibit in exercise books, or copy books, or both combined, 50 exercises done during the year.</p> <p><i>Spelling.</i>—Proficiency in spelling should be acquired mainly through reading, dictation, and composition.</p> <p><i>Grammar.</i>—To know parts of speech, including prepositional pronouns numbers of nouns and pronouns; to distinguish present, past, and future tenses of verbs in Reader used; comparison of adjectives.</p> <p><i>Composition.</i>—To write a short description of a familiar object.</p>	<p><i>Reading and Spelling.</i>—As in the ordinary programme, but the course to be limited to one-half of the English matter required therein.</p> <p><i>Writing, Grammar, and Composition.</i>—As in the ordinary programme.</p>

*Fifth standard.*

<p><i>Reading.</i>—To read and understand about 80 pages of more advanced matter than that prescribed for <i>Standard IV.</i></p> <p>To repeat 60 lines of poetry.</p> <p><i>Writing.</i>—To write a good, legible hand. To exhibit 50 exercises done during the year.</p> <p><i>Spelling.</i>—Proficiency in spelling should be acquired mainly through reading, dictation, and composition.</p> <p><i>Grammar.</i>—The declension of nouns pronouns and adjectives. Conjugation of regular verbs, and of the verbs <i>ir</i> and <i>tá</i>; gender. To know the more common prefixes and affixes.</p> <p><i>Composition.</i>—Letter writing.</p>	<p><i>Reading and Spelling.</i>—As in the ordinary programme, but the course to be limited to one-half of the English matter required therein.</p> <p><i>Writing, Grammar, and Composition.</i>—As in the ordinary programme.</p>
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*Sixth and seventh standards.*

<p><i>Reading.</i>—To read and understand about 90 pages of an advanced Reader. To repeat 80 lines of poetry.</p> <p><i>Writing.</i>—To write a good legible hand, and to exhibit 50 exercises done during the year.</p> <p><i>Spelling.</i>—Proficiency in spelling should be acquired mainly through reading, dictation, and composition.</p> <p><i>Grammar.</i>—Declension; conjugation; gender; prefixes and affixes; elementary knowledge of syntax.</p> <p><i>Composition.</i>—Essays and letters on ordinary subjects.</p> <p>Good grammar and fairly correct spelling will be required.</p>	<p><i>Reading and Spelling.</i>—As in the ordinary programme, but the course to be limited to one-half of the English matter required therein.</p> <p><i>Writing, Grammar, and Composition.</i>—As in the ordinary programme.</p>
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## OPTIONAL SUBJECTS.

NOTE (1.) *Alternative programmes of equal difficulty may be submitted by managers for approval.*

(2.) *The examination in languages is both oral and written. Fairly correct pronunciation is essential for a pass.*

(3.) *Optional subjects may not be taught to any standard below seventh during the hours constituting an attendance if the school has failed to be classed as good two years in succession.*

## FRENCH.

*First year.*

(a.) First part of Bell's "French Course," or an equivalent portion of a similar work.

(b.) To write French phrases dictated from the selected book.

*Second year.*

(a.) Second part of "Bell's French Course," or an equivalent portion of a similar work.

(b.) To write French phrases and sentences dictated from the selected book.

*Third year.*

(a.) Any approved book of French prose.

(b.) Translation of an easy passage of English into French.

(c.) Grammar and dictation.

## LATIN.

*First year.*

Smith's "Principia Latina," Part I., or any similar elementary book.

*Second year.*

(a.) One book of Cæsar.

(b.) Smith's "Principia Latina," Parts I. and II., or any similar elementary book.

*Third year.*

(a.) One book of Cæsar and one book of Virgil, or an equivalent amount in prose and verse. The prose taken must be different from that read in the second year's course.

(b.) An easy passage of English to be translated into Latin prose.

## MATHEMATICS—I.

## ARITHMETIC AND ALGEBRA.

*Fifth standard.*

Arithmetic—The arithmetic of the standard.

Algebra—Definitions, simple rules; computation of algebraic expressions; easy simple equations and very easy problems, easy factors.

*Sixth standard.*

In addition to the above.

Arithmetic—The arithmetic of the standard.

Algebra—Simple equations and problems producing them, simultaneous equations; algebraic fractions, involution (squaring and cubing) and extraction of square root; more difficult factors.

*Seventh standard.*

In addition to the above.

Arithmetic—The arithmetic of the standard.

Algebra—Quadratic equations and problems producing them; factors, theory of indices, with application to logarithms; simple exercises in logarithms.

**MATHEMATICS—II.**

**(GEOMETRY AND MENSURATION.)**

(Diagrams should be drawn by means of ruler, compass, &c. Models of the solids should be used, the pupils to make them, if possible.)

*Fifth standard.*

Geometry—Definitions—Euclid, Book I. to Prop. 20.

Mensuration—Areas of rectilineal figures from diagrams drawn to scale.

*Sixth standard.*

Geometry—Euclid, Books I. and II.

Mensuration—Easy problems on the circle. Surfaces of the cylinder, pyramid, cone, and sphere.

*Seventh standard.*

Geometry—Euclid, Books I., II., and III., and very easy exercises on Book I.

Mensuration—Ellipse, solidity of prism, cylinder, cone, and sphere.

In rural schools the elements of practical land surveying, with the use of the field book, may be taken as an alternative course in mensuration.

## IRISH.

This programme has been drawn up for schools in which Irish is taught as an ordinary subject during ordinary school hours.

*Infants and first standard.*

(a) Simple conversation on the Direct Method.

(b) To read off the blackboard and to understand words of two and three letters already used in conversation by the pupils.

*Second standard.*

*Reading.*—To read, spell, and understand the matter in a suitable elementary text-book.

"*Ón Céad Leabhar*," Part I., published by the Gaelic League, may be taken as typical of the amount and difficulty of the matter required.

*Writing.*—To copy suitable words written on the blackboard.

*Third standard.*

*Reading.*—To read, spell, and understand the matter in a suitable elementary text-book. "*Ón Céad Leabhar*," Parts I. and II. (Gaelic League) may be taken as typical of the amount and difficulty of the matter required.

*Poetry.*—To read 20 lines of poetry.

*Writing.*—To write from a suitable model.

*Fourth standard.*

*Reading.*—To read and understand 50 pages of a suitable text-book. "*Ón Dara Leabhar*" (Gaelic League) may be taken as typical of the amount and difficulty of the matter required.

*Poetry.*—To repeat 40 lines of poetry.

*Grammar.*—Aspiration and eclipses.

*Writing and Spelling.*—To copy from a suitable model, and to write or spell orally words selected from the Reader used.

*Fifth standard.*

*Reading.*—To read and understand 50 pages of suitable reading matter. "*Ón Trecap Leabhar*," CURT I. (Gaelic League) may be taken as typical of the amount and difficulty of the matter required.

*Poetry.*—To repeat 60 lines of poetry.

*Grammar.*—Declension of nouns and conjugation of regular verbs.

*Writing and Composition.*—Simple sentence-formation in the written work.

*Sixth standard.*

*Reading.*—To read and understand 70 pages of a suitable book of the same standard of difficulty as “*‘An Treal Leabhar*,” CURIO II.

*Poetry.*—To repeat 70 lines of poetry.

*Grammar.*—Outlines of Grammar to the end of the regular verb.

*Composition.*—To write a short essay or letter on a familiar subject.

## EXTRA SUBJECTS.

## IRISH.

This programme has been drawn up for schools in which Irish is taught as an extra subject outside school hours to standards III., IV., V., and VI.

*Third standard.*

*Reading.*—To read, spell, and understand, the matter in a suitable elementary text-book.

“*‘An Céaro Leabhar*,” Parts I. and II. (Gaelic League) may be taken as typical of the amount and difficulty of the matter required.

*Poetry.*—To repeat 20 lines of poetry.

*Writing.*—To write from a suitable model.

*Fourth standard.*

*Reading.*—To read and understand 50 pages of a suitable text-book. “*‘An Dara Leabhar*” (Gaelic League) may be taken as typical of the amount and difficulty of the matter required.

*Poetry.*—To repeat 40 lines of poetry.

*Grammar.*—Aspiration and eclipsis.

*Writing and Spelling.*—To copy from a suitable model, and to write or spell orally words selected from the Reader used.

*Fifth standard.*

*Reading.*—To read and understand 50 pages of suitable reading matter. “*‘An Treal Leabhar*,” CURIO I. (Gaelic League) may be taken as typical of the amount and difficulty of the matter required.

*Poetry.*—To repeat 60 lines of poetry.

*Grammar.*—Declension of nouns and conjugation of regular verbs.

*Writing and Composition.*—Simple sentence-formation in the written work.

*Sixth standard.*

*Reading.*—To read and understand 70 pages of a suitable book of the same standard of difficulty as “*Ón Tíreag Leabhar*,” CURR II.

*Poetry.*—To repeat 70 lines of poetry.

*Grammar.*—Outlines of Grammar to the end of the regular verb.

*Composition.*—To write a letter or short essay on a familiar subject.

## LIST OF BOOKS CONSIDERED SUITABLE FOR THE VARIOUS STANDARDS.

## STANDARD III.

“*Ón Mór Óipeal*,” I. and II. (Dr. Henry).

“*Ceatra Beaga Gaeilge*,” I. and II. (Miss Borthwick).

“*Miontúr Léiginn*” and “*Coiscéim ar Oghar*” (Anthony O’Doherty).

## STANDARD IV.

“*Ón Mór Óipeal*,” III. (Dr. Henry).

“*Ceatra Beaga Gaeilge*,” III. (Miss Borthwick)

“*Taobhíre an Éiríann*” (Hyde).

“*Páirtíreacht*” (O’Beirn).

“*Síodóga as Obar*” (Ryan).

“*Gneann na Gaeilge*,” Part I. (Morris).

## STANDARD V.

“*Uacht an Stiocaire*” (Henry).

“*Áiríde Gaeilge*” (Dinneen).

“*Mac Fingín Dub*” (O’Shea).

“*Ón Tairb Óipeal*” (Fr. Kelly).

“*Ceitre Sgéaltu*” (Hyde).

“*Ceitre Sgéaltu Eile*” (Hyde).

“*Duan na Neolag*” (Dinneen).

“*Órlop a tóinig go h-Éiríann*” (O’Leary).

“*Smaointe ar Éiríann*” (Agnes O’Farrelly).

“*Ón Cneachtair*” (Agnes O’Farrelly).

“*Eactra na n-Ársonátaí*” (Fleming).

“*Taobh Gaib*” (Doyle).

“*Poll an Píobaire*” (Pearse).

“*Gneann na Gaeilge*,” II. to VI. (Morris).

## STANDARD VI.

- "Seavna" (O'Leary).  
 "An Craoig-Deathan" (O'Leary).  
 "Scap Ceacta," I. (O'Naughton).  
 "Clann Lín" (Craig).  
 "Clann Uínnis" (Craig).  
 "Clann Turpeann" (Craig).  
 "I Dtaoib na h-ábha" (O'Naughton).  
 "Eoláir Mac Rí n-Éirinn" (O'Malley).  
 "Doimiléir" (Concannon).  
 "Cinnála na Tuata," I., II., and III. (O'Shea).  
 "An Spior" (O'Leary).  
 "An Cummeoláir" (Ward).  
 "Duan Dóirne" (O'Kelly).  
 "Beir na An Craoig Tíobóir" (O'Kelly).  
 "Iaighreacht Séamuis Óis" (Craig).  
 "Cléirín Móra" (Doyle).  
 "Sárl Uí Óuibéir" (Rogers).

NOTE.—A number of pages of *An Mac Léighinn* (Foley), or *An Mór Ráb* (Nally), or *Methods of Teaching* (McGinley), not exceeding half the number of pages in the selected text or texts, may be substituted for an equivalent number of the pages of the text or texts chosen in Standards III. and IV.

## MATHEMATICS.

The programmes are the same as those prescribed under the head of optional subjects on pp. 121 and 122.

PROGRAMME OF EXAMINATION FOR CANDIDATE  
MONITORS.

(THREE YEARS' COURSE.)

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1. Ordinary school course for the sixth standard.
2. LITERATURE.—To recite 150 lines from Byron, Campbell, or Longfellow.
3. GENERAL READING.—Lamb, "Adventures of Ulysses" (school text).
4. COMPOSITION.—The subject will be set from the book suggested for general reading.
5. GRAMMAR.—Orthography, etymology, and the more important rules of syntax.
6. GEOGRAPHY.—The United Kingdom and India.
7. GEOMETRY (Boys).—Euclid, book I. to proposition 16. (Optional for girls.)
8. ALGEBRA (Boys).—Easy questions in the four simple rules, and removal of brackets. (Optional for girls.)

NOTE.—Monitors appointed for five years under the old scheme are not eligible to compete for monitorships under this scheme.

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## PROGRAMME FOR MONITORS.

1. The inspector tests the teaching capacity of the monitors by his observation of their work at his visits to the school, and their continuance in office depends on his report. Service marks are awarded annually, and those marks are added to the total obtained at the examination held in the final year.

2. During the last two years of service the monitors should receive adequate instruction in the best methods of teaching to a *class* the more important subjects of the school course.

3. It is desirable that monitors should study a book on methods of teaching and the "Notes for Teachers."

4. The same book for general reading may be used by all monitors in the same school, except by those in their final year, but the book must be changed from year to year. Managers are at liberty to suggest other books for general reading, and, if sanctioned, to use them in the instruction of the monitors.

5. Monitors appointed for a period of three years, are examined on the following programmes for third and fourth years at the end of their first and second years of service, respectively. They are expected to pass the King's scholarship examination in their final year.

## FIRST YEAR.

The ordinary programme of the standard in which the monitor is enrolled as a pupil, and in addition the following special subjects:—

LITERATURE.—To recite correctly and with taste 100 lines of poetry selected from some standard author.

BOOK FOR GENERAL READING.—Dickens—"The Chimes."

COMPOSITION.—The subject is taken from the book prescribed for general reading.

GRAMMAR.—Orthography; etymology—inflection and declension of nouns and pronouns, with comparison of adjectives.

GEOGRAPHY.—A good knowledge of the geography of Ireland. The position of the three most important towns in each county, as well as other important features, to be indicated on a blank map.

## SECOND YEAR.

The ordinary programme of the standard in which the monitor is enrolled as a pupil, and in addition the following special subjects:—

LITERATURE.—To recite correctly and with taste 150 lines of poetry, selected from Scott, Gray, or Moore.

BOOK FOR GENERAL READING.—Cooper—"The Deerslayer," or Defoe—"Robinson Crusoe."

COMPOSITION.—The subject is taken from the book prescribed for general reading.

GRAMMAR.—Orthography and etymology, as before, with conjugation of verbs.

GEOGRAPHY.—The United Kingdom.

## THIRD YEAR.\*

The ordinary programme of the seventh standard, and, in addition, the following special subjects:—

LITERATURE.—To recite correctly and with taste 150 lines selected from Addison, Gray, or Tennyson.

BOOK FOR GENERAL READING.—"Lamb's Tales from Shakespeare," viz.—  
"Timon of Athens," "The Tempest," "The Comedy of Errors,"  
"A Midsummer Night's Dream," "The Taming of the Shrew."

\* See introductory paragraph 6.



COMPOSITION.—The subject is taken from the book prescribed for general reading.

GRAMMAR.—Orthography, etymology, and syntax.

GEOGRAPHY.—The United Kingdom and the British Possessions. To fill in a blank map of Ireland.

HISTORY.—General outline of the history of Great Britain and Ireland from 55 B.C. to 1066 A.D.

GEOMETRY (Boys).—The first book of Euclid to the 32nd proposition; mensuration of rectilinear figures of three or four sides.

ALGEBRA.—(Boys).—Up to and including easy questions in simple equations.

#### FOURTH YEAR.\*

The ordinary programme of the seventh standard, and, in addition, the following special subjects:—

LITERATURE.—To recite correctly, and with taste and expression, 150 lines selected from Shakespeare, Milton, or Macaulay.

BOOK FOR GENERAL READING.—Dickens—"Dombey and Son."

COMPOSITION.—The subject is taken from the book prescribed for general reading.

GRAMMAR.—As before, with application to the correction of faulty sentences.

GEOGRAPHY.—As before; also (a.) The form, motions, and magnitude of the earth. (b.) The geography of Europe, and the map of the world.

HISTORY.—General outline of the history of Great Britain and Ireland from 1066 A.D. to 1714 A.D.

GEOMETRY (Boys).—Euclid, book I. The definitions and first eight propositions of the second book of Euclid; mensuration—rectilinear figures and the circle.

ALGEBRA (Boys).—Factorising, fractions, and simple equations.

BOOK-KEEPING.—Cash and personal accounts.

#### FINAL YEAR.\*

At Easter, in their final year, monitors are examined in the King's scholarship programme.

\* See introductory paragraph 5.

## CANDIDATE PUPIL TEACHERS.

*PROGRAMME FOR CANDIDATE PUPIL TEACHERS WHO DO NOT ELUCT TO PRESENT THEMSELVES AT THE EXAMINATIONS HELD BY THE COMMISSIONERS OF INTERMEDIATE EDUCATION.*

The examination is on the same subjects, excluding Greek, Italian, Spanish, and Shorthand, as are prescribed by the Intermediate Board for the junior and middle grade, but there is no restriction as to "courses," and experimental science is not obligatory. A candidate who does not take up experimental science must present himself in two, and may present himself in any three (but not more than three), languages other than English mentioned in the Intermediate Programme. Candidates who take experimental science will not be required to present themselves in more than one language in addition to English. The "Honours" course must be successfully taken in at least three subjects; for the others a pass course is sufficient, but in case of English Literature and Composition over 50 per cent. of the maximum marks must be gained by the candidates.

## PROGRAMME FOR PUPIL TEACHERS.

Pupil teachers, at the end of each year of service, must pass a qualifying examination as a condition for retention during the following year.

At the end of their first year of service the pass course in the next higher grade under the Board of Intermediate Education to that in which the pupil teacher qualified for appointment will be accepted, and those pupil teachers who do not present themselves for examination under the Board of Intermediate Education will be examined by the Inspectors of this Board in July or August. This examination, while not of a formal character, will be sufficiently strict to ascertain that the pupil teacher has made reasonable progress with his course of studies.

A pupil teacher who has passed in the senior grade before appointment may take up the course in that grade for his first year.

Pupil teachers appointed for three years will also, at the close of their first year of service, be examined in the subjects laid down for third year monitors, and those appointed for two years will be examined in the subjects laid down for fourth year monitors, so far as these courses are not covered by the Intermediate course.

Pupil teachers appointed for three years will be examined at the close of their second year in the full course laid down for fourth year monitors.

The principal teacher of each school in which a pupil teacher is appointed must draw up a course of study and submit it to the Inspector for revision, if necessary, and for transmission to the Commissioners for approval.

## JUNIOR ASSISTANT MISTRESSES.

## PROGRAMME OF EXAMINATION OF CANDIDATES.\*

- I. READING.—To read an ordinary passage of English with fluency, correctness, and fair expression.
- II. WRITING.—To write a similar passage from dictation in a fairly good hand, with correct spelling.
- III. NEEDLEWORK.†—The same tests as prescribed for ordinary teachers (King's scholarship examination), viz.:—*Sewing*.—Hemming, running, top-sewing, stitching, button-holes, sewing on of gathers, patching. *Knitting*.—Knitting of socks, darning. *Cutting-out*.—Boy's shirt, girl's chemise.
- IV. HAND AND EYE TRAINING AND KINDERGARTEN.—To satisfy the inspector as to competency to employ usefully junior pupils (to second standard inclusive) at kindergarten occupations, and similar exercises. (See syllabus.)
- V. OBJECT LESSONS.—To satisfy the inspector as to competency to give object lessons to junior pupils in accordance with the suggestions contained in the "Notes for Teachers," or to tell them a story. (See syllabus.)
- VI. ARITHMETIC.—School programmes for Standards I. to VI. (three-teacher school) with special reference to the methods of teaching the subjects of the first four standards. (Exercises beyond the fourth standard programme will be simple.)
- VII. VOCAL MUSIC.‡—(a.) To sol-fa from the examiner's pointing on the modulator simple passages without transition; (b.) to sing two school songs.

N.B.—Candidates are required to conduct their portion of the work of the school in the inspector's presence, and to show fair ability to teach pupils any of the ordinary subjects of instruction.

The inspector also reports on the candidate's general fitness, i.e., as to appearance, manners, and general address.

In addition to the examinations which are conducted by the inspectors during the year for the provisional recognition of junior assistant mistresses, an examination is held each year at Easter on specially prepared papers for the continued recognition of such provisionally recognised teachers.§

\* Monitors and pupil teachers who completed their terms of service and passed the King's Scholarship Examination, also graded teachers, are eligible for these appointments without further examination, provided that not more than three years have elapsed from previous recognized employment in National schools. Their ability to teach junior pupils will, however, in all cases, be considered before they are recognised as junior assistant mistresses.

† At the examination for provisional recognition as junior assistant mistress it is not necessary that the candidate should do a specimen of all these stitches; *three* under the head of *sewing* (button-hole and a patch to be two of them) and one under each of the heads of *knitting* and *cutting-out* will suffice. The patch should be tacked on, and one-quarter (including a corner) completed on both sides. The inspector should vary the optional tests.

‡ Failure to pass in vocal music will not disqualify a person from acting as junior assistant mistress in a school in which another member of the staff is competent to teach singing.

§ A junior assistant mistress whose provisional recognition takes effect on or after 1st January in any calendar year, is not required to attend the examination for continued recognition until Easter in the following year.

## SYLLABUS.

## HAND AND EYE TRAINING AND KINDERGARTEN.

Candidates are expected to have a knowledge of the underlying principles and of the methods of the kindergarten system, and to be able to apply them practically. These principles are found set forth in such books as "The Infant School" by Gunn, or "Education through Self-activity" by Bowen. Candidates should also show a practical knowledge of Froebel's "Gifts and Occupations," "The Paradise of Childhood," or "Froebel's Gifts and Occupations," by R. G. Wiggan, are suitable text books.

## PAPER AND BRICK WORK.

(1.) To place sticks correctly in any simple position from drawings and description, and *vice versa*. Exercises with beads, cubes, and tablets.

(2.) To fold paper correctly from drawings, and to draw the plan of any such fold from the paper.

(3.) To place bricks in various simple positions from drawings and description, and to draw their plans and elevations.

## DRAWING.

(1.) To copy and originate designs of straight lines on dotted paper.

(2.) To copy and originate designs of straight lines and simple curves on plain paper, when the main guide or boundary lines may be ruled.

(3.) Candidates are expected to give evidence of having acquired fair freedom in drawing on the blackboard.

The most suitable exercises are various kinds of borders built up from the elementary designs and the repetition of writing forms; various sizes and shapes of tiles, making similar designs in the four quarters, and other easy symmetrical figures.

## SCALE DRAWING.

Simple exercises involving the drawing of rectangular figures to various scales.

## OBJECT LESSONS.

## PLANT LIFE.

(a.) Wild flowers, grasses, cereals, the commoner plants of the kitchen garden, leaves of trees, seeds (*e.g.*, bean and pea), growth of seedlings.

## COMMON THINGS.

(a.) Food Materials.—Flour, oatmeal, sugar, tea, potatoes, milk, eggs, butter, cheese, salt, water, air.

(b.) Household Materials.—Soda, starch, soap, vinegar, burning oil, candles, matches, coal, peat, needles, pins, cotton, wool, linen, calico, pencils, paper.

## MEASUREMENT, &amp;c.

(a.) With tape measure or foot rule as applied to cutting out garments.

(b.) Of lengths and simple areas with a centimetre or inch rule.

(c.) The use of the thermometer; necessity for ventilation, fresh air, cleanliness and tidiness.

## KING'S SCHOLARSHIP PROGRAMME.

## NOTES.

1. The examination is held at Easter.
2. All the subjects of this programme are obligatory, except as indicated below.
3. Graduates and undergraduates of a university, and persons who within two years have passed the examinations in the middle or senior grade held by the Board of Intermediate Education, are required, as a condition for admission to a training college, to present themselves for examination only in such subjects of this programme as are not covered by the special courses in which they have passed. All other candidates for admission to a training college must present themselves for examination in the obligatory subjects of the programme, with the exception of practice of teaching. (See also note on page 136.)
4. Irish, French, and Latin are optional additional subjects, but one of these may be taken instead of Book-keeping, and it is then regarded as obligatory for the fulfilment of the condition set forth in the second portion of Note 5.
5. Failure in reading, writing, spelling, composition or arithmetic involves failure in the whole examination; and monitors, pupil teachers and junior assistant mistresses who fail in practice of teaching cannot be recognized as qualified to act as assistant teachers. Failure in one or even in two of the other obligatory subjects does not necessarily disqualify a candidate, but failure in three or more obligatory subjects disqualifies a candidate.
6. The following classes of persons are eligible for appointment as untrained assistants in National schools upon passing the examination in this programme:—
  - (a.) Monitors and pupil-teachers who complete their periods of service.
  - (b.) Graduates of a university on passing the test in practical teaching, and such subjects of this programme as are not covered by their university degrees.
  - (c.) Junior assistant mistresses who have given three years' service as manual instructresses or junior assistant mistresses, and whose work has been very favourably reported upon by the inspector.
7. The successful candidates are arranged in three divisions in order of merit.

## NOTICE.

The Commissioners of National Education desire to give notice that it is their present intention that in the year 1911, and subsequently, candidates for admission to Training Colleges shall be required to undergo examination in one language in addition to English.

## KING'S SCHOLARSHIP PROGRAMME.

Subject.	
ENGLISH.	READING, ..
	To read with fluency—correctness, and intelligence, a passage in English prose or verse. To recite correctly and with taste 150 lines selected from Shakespeare or Milton.
	WRITING, ..
	To write a neat and legible hand. To write pattern or model head lines in large and small hand.
	SPELLING AND PUNCTUATION. ..
	To write correctly a passage from dictation.
GRAMMAR, ..	To analyse and parse easy sentences. To be acquainted with elementary etymology and a general outline of the history of the English language.
*ENGLISH LITERATURE AND COMPOSITION.	
For general reading— (a) (1) Shakespeare's <i>Julius Caesar</i> ; (2) Addison's <i>Sir Roger de Coverley Papers</i> . (b) (1) Goldsmith's <i>Deserted Village</i> ; (2) Scott's <i>Lady of the Lake</i> , Canto I.	
GEOGRAPHY, ..	Elementary general geography (political and descriptive), with special reference to the United Kingdom and British Colonies. Mathematical geography. Form, size, and motions of the Earth. Elementary physical geography. To fill in an outline map of Ireland.
ARITHMETIC AND MEN- SURATION.	Simple and compound rules, measures, and multiples, vulgar and decimal fractions, the metric system, proportion (simple and compound), practice, square root, and the application of the unitary method to the solution of easy questions in simple interest, discount, and stocks. Reasons of the different rules. Mensuration of rectilinear figures. [Difficult problems will not be given.]
ALGEBRA (Men), ..	Elementary rules, G.C.M., L.C.M., fractions, extraction of square root, simple equations of one or two unknown quantities, and problems leading to them, simple factors, and easy quadratic equations.
GEOMETRY (Men), ..	Euclid, Books I and II., with easy deductions from the propositions of Book I.
† BOOK-KEEPING, ..	Cash, personal, and goods accounts.
HISTORY, ..	General outline of the history of Great Britain and Ireland from 55 B.C. to 1901 A.D.

\* No detailed questions are set on the works prescribed, but a knowledge of their subject matter is required.

† Irish, French, or Latin may be taken as an alternative to Book-keeping.

KING'S SCHOLARSHIP PROGRAMME—*continued*.

Subject.	
* DRAWING. ..	<p>Simple ornamental forms and examples, and simple lettering, <i>i.e.</i>, "block" letters, to be drawn freely in outline. The drawings made should indicate that the candidates have a knowledge of the proper method of setting out a drawing.</p> <p>Flat objects with which the candidates may be familiar, such as a whitewash brush, a large wooden spoon, a horseshoe, to be drawn freely in outline and from memory. For examination purposes a varied selection of objects will be given.</p> <p>Problems in Geometry, including the division of lines and angles, and the construction of triangles and quadrilaterals from very simple data. The application of such problems to the drawing and planning of simple designs. Ruler, set-squares, protractor, and compasses, to be used as required.</p> <p>Construction of scales together with "drawing to scale" from given dimensioned drawings of simple forms. Instruments to be used.</p>
† NEEDLEWORK (Women.)	<p><i>Sewing</i>.—Hemming, running, top-sewing, stitching, button-holes, sewing on of gathers, patching.</p> <p><i>Knitting</i>.—Knitting of socks, darning.</p> <p><i>Cutting-out</i>.—Boy's shirt, girl's chemise.</p>
ELEMENTARY SCIENCE. .. (For monitors and pupil teachers in equipped schools, or other candidates who elect to take this course.)	<p>For Men.—The subject matter of the school programme in Elementary Experimental Science for Standards V., VI., and VII.</p> <p>For Women.—The subject matter of the school programme in Domestic Science for Standards V., VI., and VII.</p> <p>Each candidate is also required to produce a note-book containing a record of his or her own experimental work illustrating the above programmes. Special attention should be paid to the applications of these courses to the laws of health and to the experiences of daily life. The principal teacher or other instructor must certify that the note-book contains a record of the candidate's own practical work.</p>
HYGIENE — HEALTH AND HABITS. (For candidates from well-equipped schools.)	As in the Programme for Schools.
VOCAL MUSIC. (Theory.)	<p><i>Staff Notation</i> :—Treble staff; major scales and key signatures; diatonic intervals; simple time signatures; transcription from one time to another; easy transposition: musical terms;</p> <p style="text-align: center;"><i>or</i></p> <p><i>Tonic Sol-fa</i> :—The common scale, its chordal structure; mental effects; diatonic intervals; pitch of keys; two, three, and four-pulse measures; simple time names; musical terms.</p>

\* Where instruments are not prescribed all the work must be executed without any mechanical aid.

† In the case of needlework the candidates must satisfy the examiner in each of the three sections:—sewing, knitting, and cutting-out

KING'S SCHOLARSHIP PROGRAMME—*continued*.

Subject.	---
VOCAL MUSIC, ( <i>Practical Test</i> .)	To sol-fa from the examiner's pointing on the modulator simple passages without transition; to sing an easy sight test from the tonic sol-fa notation or from the staff notation.
GENERAL INFORMATION,	An easy paper will be set to test the general knowledge of the candidate.
IRISH ( <i>optional</i> ),	<p>(a.) To read, understand, and translate into English—          "Moll an Bhrádaire" (Gaelic League), and          "Spéann na Sárthóg," Part V.;</p> <p>or</p> <p>"Céitín Sárthóg," Part I., 40 pages (Dúsean).</p> <p>(b.) To translate into Irish easy passages in English. The passages proposed for translation into Irish will be such as can be translated by a candidate possessing a good knowledge of the Irish texts.</p> <p>(c.) Easy Irish conversation.</p> <p>(d.) Grammar—Aspiration and eclipsis.</p>
FRENCH ( <i>optional</i> ),	<p>Translation into English:—<i>Pressensier</i>:—<i>Rosa</i> (Hachette).</p> <p>Grammar.</p> <p>Easy sentences for translation into French.</p> <p>An unprepared passage of easy French prose for translation into English.</p>
LATIN ( <i>optional</i> ),	<p>Translation into English:—<i>Crear</i>: <i>de Bello Gallico</i>, Book I.</p> <p>Grammar.</p> <p>Easy sentences for translation into Latin.</p> <p>An unprepared passage of easy Latin prose for translation into English.</p>
* PRACTICE OF TEACHING &c. (Examination will be Oral.)	<p>(a) To give two test lessons in the inspector's presence. The inspector will require to be satisfied that the candidate is qualified to give instruction in physical drill.</p> <p>(b) Knowledge of the method of keeping the report book, roll book, and school register.</p> <p>Standard works on method of teaching should be used by teacher in his instruction, and monitors should study the "Notes for Teachers." Full teaching notes of at least 30 lessons which have been given by the candidate, 10 of which should be object lessons, must be submitted. The test lessons will be selected from the list of prepared lessons.</p>

\* For candidates for certificates of qualification as assistants in National schools. When possible the practical test is applied in the schools to which the candidates belong, at the inspection next preceding the examination which they wish to attend.



## PROGRAMME FOR KING'S SCHOLARS.

## NOTES AS TO EXAMINATIONS OF KING'S SCHOLARS.

1. The examinations are held in July.

2. King's scholars undergoing a two years' course of training must, at the end of their first year, pass in the prescribed programme as a condition for being summoned to complete their course of training. A second trial will not be allowed unless the failure to pass was due to illness, certified at the time.

3. King's scholars, at the termination of their course of training, must pass the final examination as a condition of being recognized as trained and of receiving the diploma. A King's scholar, however, who fails may be allowed a second trial, on the recommendation of the Principal of his college, at the next following annual examination, on passing which the candidate will be recognized as trained and as eligible to obtain the diploma on the usual conditions. A third trial will not be granted.

4. Graduates of a University are exempted from the final examination in such subjects as are covered by their University degrees.

5. All subjects mentioned in this programme are obligatory, except where the contrary is indicated in the programme or foot-notes.

6. King's scholars may, in special cases, be exempted from examination in vocal music, but all students will, before exemption is granted, be tested, early in the session, by the Inspector of music.

7. An examination in the optional subjects is not held by the Commissioners in the first year's course. The examination in the final year's course in optional subjects is conducted by the Commissioners, and teaching certificates are awarded to candidates who pass the examination.

8. Failure in reading, spelling, composition, arithmetic, or practice of teaching involves failure in the examination. Failure in one or even in two of the other obligatory subjects does not necessarily disqualify a candidate; but failure in three or more disqualifies a candidate. A candidate exempted from examination in any subject is disqualified if he fails in two or more subjects.

9. Students entering a Training College for a one year's course have the option of taking either the first or the final year's programme in the case of vocal music, drawing, or elementary science and object lessons, unless the Commissioners have already recognized them as qualified to teach the subject.

10. The successful candidates are arranged in three divisions.

11. The authorities of any Training College may submit for approval an alternative programme in any or all of the subjects of the first year's course on condition that the examination will be held by the College staff.

## PROGRAMME FOR KING'S SCHOLARS.

Subject.	First Year.	Final Year.
READING, ..	To read with fluency, correctness, intelligence, and expression, ordinary passages in English prose and verse, with explanation of the ordinary words and phrases in the passages read. To be prepared to recite 150 lines of suitable poetry.	As in the first year, a higher standard of proficiency being required. Recitation—150 lines of suitable poetry, but different from that prepared for the first year.
* WRITING, ..	To write a neat and legible hand. To write suitable head lines in large and small hand.	As in the first year.
SPELLING AND PUNCTUATION.	To write correctly from dictation a passage selected for the purpose.	As in the first year, a higher standard of proficiency being required. A larger number of marks will be deducted for each mistake in spelling.
GRAMMAR, ..	† Analysis and parsing. Correction of errors. A very general outline of the derivation and history of the English language.	As in the first year, with precision.
‡ ENGLISH LITERATURE.	(a) Authors of the early XIXth Century, viz.:—Scott, Wordsworth, Coleridge, Keats, Byron, Shelley, Keats, Moore. (b) The following specimens of their poems taken from the Golden Treasury of Songs and Lyrics (Macmillan's Edition of 1906), are prescribed for study:—Nos. 212, 216, 232, 240, 265, 266, 269, 270, 271, 275, 290, 293, 316, 338. In addition, the following prose work should be studied:— Scott— <i>Guy Rannering</i> .	(a) The lives of Bacon, Shakespeare, and Milton. (b) Works to be studied:— Shakespeare— <i>The Tempest</i> . Milton— <i>Comus</i> . Bacon— <i>Essays</i> 11, 21, 25, 28, 30, 52.
** COMPOSITION, (Books recommended for general reading.)	Keats— <i>Isabella</i> . Thackeray— <i>The Newcomes</i> ; or Mrs. Gaskell— <i>Cranford</i> ; or Goldsmith— <i>The Vicar of Wakefield</i> .	Shakespeare— <i>Twelfth Night</i> . Ellet— <i>Silas Marner</i> ; or Dickens— <i>Martin Chuzzlewit</i> ; or Burke— <i>Thoughts on the Cause of the Present Discontents</i> .

\* Candidates are liable to lose marks if the penmanship of their exercises in any subject is of an unsatisfactory nature.

† Sentences of unusual difficulty or doubtful meaning will not be chosen as tests.

‡ A minute knowledge is expected of the text of the prescribed works, but no questions are set requiring a knowledge of notes to the text.

\*\* The subject or the treatment of the composition is suggested by the books prescribed, but no paper of questions is set.

PROGRAMME FOR KING'S SCHOLARS—*continued.*

Subject	First Year.	Final Year.
GEOGRAPHY, --	<p>(a) Elementary Mathematical, and Physical Geography.</p> <p>(b) Geography of the British Empire (including the Colonies), with special reference to its commercial aspect.</p> <p>(c) To fill in an outline map of Great Britain and Ireland, or some portion of it.</p>	
* ARITHMETIC AND MEASUREMENT.	<p>Simple and compound rules, measures and multiples, vulgar and decimal fractions, the metric system, proportion (simple and compound), with a knowledge of the unitary method, practice, simple interest, discount, stocks, square root, averages, percentages, profit and loss, proportional parts. A knowledge of the theory of the subject is required.</p> <p>To state and explain the methods of mental calculation.</p> <p>Mensuration of rectilinear figures and of the circle and its sub-divisions. [Difficult questions will not be given.]</p>	<p>As in the first year, with progressions, systems of notation and logarithms. A knowledge of the theory of the subject will be required.</p> <p>Mensuration as in the first year, with surfaces and solid contents of cube, prism, pyramid, cone, and sphere. [Difficult questions will not be given.]</p>
ALGEBRA (Men), --	<p>Elementary rules, G.C.M., L.C.M., fractions, extraction of square root, simple equations of one and two unknown quantities, and problems leading to them, factors, quadratic equations, indices and surds, simultaneous equations of a degree not higher than the first, and simple problems. [Difficult questions will not be given.]</p>	<p>As in the first year, with progressions, theory of quadratic equations, theory of fractional and negative indices, variation, ratio, and proportion. [Difficult questions will not be given.]</p> <p>Simultaneous equations of a degree higher than the first; problems involving quadratic equations.</p> <p>Application of graphs to the solution of equations of the first degree in two unknowns. Tracing of a few simple curves, e.g. <math>y^2 = \sin px</math>, <math>\cos px</math>.</p>

\* Mensuration is optional for women in the first year, and mensuration and logarithms are optional for women in the final year.

## PROGRAMME FOR KING'S SCHOLARS—continued.

Subject.	First Year.	Final Year.
*GEOMETRY (Men), ..	Euclid, Books I., II., III., and IV., with easy deductions from the propositions. Accurate figures made by means of ruler, compasses, and set square, are required.	As in the first year, with the definitions of Book V., Book VI., and easy deductions from the propositions. Accurate figures made by means of ruler, compasses, and set square, are required.
†THEORY OF METHOD AND KINDERGARTEN.	The general principles of teaching, and the intelligent application of these principles to the teaching of the elementary subjects. Notes of lessons on elementary subjects, with full explanation of the proper method of using these notes. A knowledge of the principles and methods of the Kindergarten system. A practical knowledge of Froebel's gifts and occupations, including stick-laying, paper-folding, and brickwork.	As in the first year with order of development of mental faculties; training of the senses of sight, touch, and hearing; and of memory, imagination, judgment, and reasoning, with their relation to school work; formation of habits and character; laws of health in relation to the school. Methods of organizing and conducting an elementary school. To know the Commissioner's Code.
‡ PRACTICE OF TEACHING, &c. (Examination will be oral.)	Test lessons, including such as require a knowledge of Kindergarten principles and practice.	(a) As in the first year. (b) To set classes to work, and to make changes in accordance with the time table of a school.
HISTORY, ..	History of Great Britain and Ireland from 1603-1689 A.D. [Candidates will be expected to have a knowledge of the geography of Great Britain and Ireland as required in connexion with the history of the period.] The period for the following year will be from 1689-1713 A.D.	As in the first year.

\* The actual proofs given in Euclid are not required, but his method of reasoning must be adhered to, and the logical order of his propositions must be preserved. Proofs based on first principles are preferred.

† Candidates must be familiar with the "Notes for Teachers," and must give evidence of having studied some modern work on approved school methods, and (for final year) on Psychology. For 1909, *Combs's New School Method, Parts I. & II.*, is recommended for the first year students, and *Part III.*, with *Sully's Teacher's Handbook of Psychology*, chaps. VI. to X., inclusive, or *Maher's Psychology*, chaps. IV., V., VII., VIII., IX., XVI., for those of the final year.

‡ The practical test is applied to King's scholars in their respective colleges.

PROGRAMME FOR KING'S SCHOLARS *continued.*

Subject.	First Year.	Final Year.
* DRAWING.	<p>Ornamental forms and examples, and simple lettering, i.e., "block" letters and those of the "italic" form, to be drawn freely in outline on paper and to a large scale on the blackboard. The drawings made should indicate that the candidates have a knowledge of the proper method of setting out a drawing.</p> <p>Flat objects with which the candidates may be familiar, such as a whitewash brush, a large wooden spoon, a horseshoe, to be drawn freely in outline on paper and to a large scale on the blackboard; also memory drawings of the same with special reference to the use of such drawings as aids to teaching in the school curriculum.</p> <p>Foreshortened views of simple plain figures placed in simple positions, and simple curves in connection with them, to be drawn "at sight" on paper.</p> <p>Geometrical models of circular section (axes vertical) as a foundation for the drawing of objects of circular section and simple objects of circular section, to be drawn "at sight" on paper, and to a large scale on the blackboard; also memory drawings of the same with special reference to the use of such drawings as aids to teaching in the school curriculum.</p> <p>Construction of scales (including metric scales) together with "drawing to scale" on paper from given dimensioned drawings. The tee square, set-squares, protractor, and compasses to be used as required.</p>	<p>Foreshortened views of plain figures and curves in connection with them, to be drawn "at sight" on paper and to a large scale on the blackboard; also memory drawings of the same with special reference to the use of such drawings as aids to teaching in the school curriculum.</p> <p>Geometrical models, singly and in combination, as a foundation for the drawing of simple objects and simple objects of everyday use, to be drawn "at sight" on paper and to a large scale on the blackboard; also memory drawings of the same with special reference to the use of such drawings as aids to teaching in the school curriculum.</p> <p>Construction of scales (including metric scales), together with "drawing to scale" from given dimensioned drawings, to be drawn with instruments on paper and to a large scale on the blackboard.</p> <p>Problems in Geometry, including the construction of triangles, quadrilaterals, and polygons, the enlargement and reduction of polygons, &amp;c., by the "radial" method, problems relating to circles and their tangents, and other problems of similar difficulty; also the application of geometrical problems in the drawing and planning of designs, to be drawn with instruments on paper and to a large scale on the blackboard.</p>

\* At the examination in freehand marks will be deducted for the improper use of the rubber. Students are expected to be able to perform on the blackboard any exercises which the pupils of a National school are required to work on paper. Where instruments are not prescribed, all the work must be executed without any mechanical aid.

PROGRAMME FOR KING'S SCHOLARS—*continued*.

Subject.	First Year.	Final Year.
<b>DRAWING—continued.</b>	Problems in Geometry, including the division of lines and angles, the construction of triangles, quadrilaterals, and polygons from simple data. The application of such problems to the drawing and planning of simple designs on paper. Instruments to be used.	Problems in orthographic projection, or plans and elevations of simple geometrical solids placed in very simple positions with regard to the planes of projection, to be drawn with instruments on paper. Plans and elevations of simple objects exhibited in the originals or in photographic representations of them, to be drawn "at sight" on paper.
<b>* NEEDLEWORK, .. (Women).</b>	<p><i>Sewing</i>—Hemming, running, top-sewing, stitching, button-holes, sewing on of gathers, patching, with higher standard of work than in entrance examination. To prepare and set in a gusset as for a man's shirt.</p> <p><i>Knitting</i>—Grown person's stocking with thickened heel; darning.</p> <p><i>Cutting-out</i>—Man's shirt, girl's overall, with yoke and sleeves. Measurements to be given in the case of the shirt.</p>	<p><i>Sewing and Knitting</i>.—As in the first year, with higher standard of work.</p> <p><i>Cutting-out</i>.—Night dress for grown person.</p>
<b>COOKERY AND LAUNDRY WORK (Women).</b>	<p><i>Household Knowledge</i>.—Practice in all scullery work, including care and management of range and gas stove, setting and lighting fires. Cost and quantity of coal and gas used. How to read a gas meter. Cleaning and care of knives and forks, wooden ware, tin, zinc, brass, and copper, paraffin lamps, boots, glass, china, and table appointments. Use and abuse of the different varieties of saucepans, and the various cleaning agents employed in cleaning. Care and construction of sink and trap. Disposal of refuse in town and country. Care of ashpit and dustbin; uses of cinders and ashes. How to keep simple household accounts. Digestive system, and digestibility of foods. Foods in general use, and their classification. Marketing, including choice, cost, and season.</p>	<p><i>Household Knowledge</i>.—As in the first year, with the following:—How to lay breakfast, dinner, and tea tables. Arranging simple meals. To know the quantity required for one person or for a number. Disposal of income. Savings. Insurance. Advantages of paying ready money. A study of the foods suitable for different ages. Treatment of cuts, scalds, burns, bruises, bleeding of the nose, sprains, fainting fit, epileptic fit. How to make and apply a bandage, a poultice, and a hot fomentation. How to change sheets on an invalid's bed.</p>

\* Candidates must satisfy the examiner in each of the three sections—sewing, knitting, and cutting-out.

## PROGRAMME FOR KING'S SCHOLARS—continued.

Subject.	First Year.	Final Year.
COOKERY AND LAUNDRY WORK (Women)—continued.	<p><i>Cookery</i>— The reasons for each step should be clearly understood. Practice lessons in simple dishes illustrative of the various methods of cooking to be selected from the following:— <i>Soup</i>—Stock; potato soup; mutton broth. <i>Fish</i>—Boiling, frying, stewing. <i>Meat</i>—Roasting; boiling; stewing. <i>Vegetables, Root</i>—Potatoes, boiled, mashed, fried. <i>Boiled turnips. Green</i>—Cabbage; cauliflower; beans. <i>Sauces</i>—White; sweet and savoury; brown. <i>Sweets and Puddings</i>—Rice pudding without eggs; stale bread pudding; pan-cakes; suet pastry; short crust. <i>Bread and Cakes</i>—Brown and white soda bread; seed, currant, and potato cakes. <i>Invalid</i>—Beef-tea, gruel, whey, barley water, lemonade; cup of arrowroot. <i>Various</i>—Tea, coffee, cocoa, porridge, toast. Boiled, poached, and fried eggs; rendering fat.</p>	<p><i>Cookery</i>— Selections from the first year's course and <i>Soap</i>—Lentil. <i>Fish</i>—Ling pie. Baked herrings. <i>Meat</i>—Frying, grilling. <i>Vegetables</i>—Haricot beans; salad; colicannon. <i>Puddings</i>—Semolina with eggs; economical plum pudding. <i>Bread and Cakes</i>—Yeast bread; oat cakes. <i>Invalid</i>—Steamed fish; chicken jelly. <i>Various</i>—Jam (one kind); stewed fruit.</p>
	<p><i>Tonic Sol-fa</i> :—The common scale, its chordal structure; mental effects; diatonic intervals; the standard scale of pitch; octave marks; pitch of keys; the various kinds of measures; accents and divisions of pulses; time names; musical terms in common use.</p>	<p><i>Laundry.</i> Cleaning and care of all utensils used. Cost, uses, and abuses of materials:— Water, soap, "patent soaps," soda, borax, starch, blue, &amp;c., washing, boiling, bleaching, starching, and stiffening processes. Ironing, folding, airing. Removing stains. Disinfecting. Practice in laundry work to be given on doing up— Kitchen cloths, handkerchiefs, table linen, body linen, stockings, flannels, coloured prints, silks, and laces.</p> <p><i>Tonic Sol-fa</i> :—The common scale, its chordal and vibrational structure; mental effects; chromatic tones; diatonic and chromatic intervals; transition; bridge notes and distinguishing tones; the major and minor modes; the measures in common use; accents and divisions of pulses; time names; compass and training of voices; general teaching of the tonic sol-fa method; also translation from the staff into the tonic sol-fa notation and from the tonic sol-fa into the staff notation.</p>

VOCAL MUSIC :—  
(Theory.)

PROGRAMME FOR KING'S SCHOLARS—*continued.*

Subject.	First Year.	Final Year.
<b>VOCAL MUSIC:—</b> <i>(Practical Test).</i>	Each candidate will be tested in :—(1) solfaing while pointing from memory on the modulator any one of six previously prepared school songs; (2) reading in time; (3) solfaing from examiner's pointing on the modulator passages including simple transition of one remove; (4) singing at sight a simple test in tonic solfa notation, without transition; (5) taking down the notes of an ear test of three consecutive notes of the scale played or sung to <i>laa</i> .	Each candidate will be tested in :—(1) solfaing and singing to words any one of six previously prepared school songs; (2) reading in time; (3) solfaing, from the examiner's pointing on the modulator, passages, including transitions of one remove and minor mode phrases; (4) singing at sight a test in tonic solfa notation, including simple transitions of one remove; (5) singing a simple staff notation test, written in any key; (6) taking down the notes of an ear test or simple passage of at least six notes played on an instrument or sung to the syllable <i>laa</i> ; (7) to take part in a collective class performance of at least four pieces, in three or four part harmony.
* ELEMENTARY SCIENCE AND NATURE STUDY.	<p style="text-align: center;"><i>(Men.)</i></p> Revision of measurements of length, area, volume, angles, mass, and weight. Graphical representations of numbers. Use of plane-tables for simple survey. The lever and balance. Weight of unit volume of solids, liquids, and gases. Floating bodies; pressure of liquids and gases; siphon, U-tube, barometer, air-pump. Physical and chemical changes produced by heat; units of heat and temperature; expansion, the thermometer, distillation, evaporation, solution, fusion, boiling, crystallization; applications to hygiene and common experience. Weather observations systematically made and recorded.	<p style="text-align: center;"><i>(Men.)</i></p> Pressure of gases and liquids; capillarity, movement of liquids in plants; relations between pressure, temperature, and volume of a gas. Vapour pressure, hygrometry. Transmission of heat. Heat capacity, latent heat. Moment of a force, levers; laws of motion; falling bodies; air and water pumps. Burning of carbon in air. Gases evolved by solution of metals in acids. Burning of hydrogen; composition of water. Nature of fuel and flame, and their products of combustion. Examination of plant ash. Study of coal-gas and burning oils, gas burners and oil lamps. Sources of energy of animal and vegetable life. Simplest physiological facts of vegetable and animal nutrition, circulation, and respiration.

\* Special attention should be paid to the methods of instruction indicated in the "Notes for Teachers," and to the applications of the subject matter to hygiene and to common experience.



## PROGRAMME FOR KING'S SCHOLARS—continued.

Subject.	First Year.	Final Year.
ELEMENTARY SCIENCE AND NATURE STUDY —continued.	<p>Effect of strongly heating animal, vegetable, and mineral matter in air, leading to a knowledge of the composition of the atmosphere and of organic material.</p> <p>The rusting of iron; the burning of substances in the air.</p> <p>Preparation and properties of the constituents of the air.</p> <p>(WOMEN.)</p> <p>Revision of measurements of length, area, volume, angles, mass, and weight. Graphical representations of numbers. Lever and balance, weight of unit volume of solids, liquids, and gases; floating bodies. Systematic observation and record of weather and seasonal changes. Physical and chemical changes produced by heat with special reference to the operations of the household and common experience. Heat and temperature; expansion, thermometer; dissolving and melting; boiling, evaporation, distillation, moisture in the air.</p> <p>Transmission of heat; ventilation. General effects of heating animal, vegetable, and mineral matter in air, leading to a knowledge of combustion, composition of the atmosphere, and nature of food substances.</p> <p>Changes in iron and phosphorus when exposed to the air. Preparation and properties of constituents of the air. The burning of carbon in the air; respiration of plants and animals.</p>	<p>Nature and composition of chalk, lime, marble, and limestone; carbonic acid gas. Hardness of water; acids and alkalis, their interaction on one another. (Note—The application of the subject matter to hygiene and common experience should be emphasized.)</p> <p>(WOMEN.)</p> <p>Measurement of heat quantity, heat capacity, and latent heat.</p> <p>Nature and composition of chalk and limestone. Hard water; sources of water supply for domestic purposes.</p> <p>Bacteria in relation to daily life; necessity for pure air and pure water.</p> <p>Combustion and flame; the nature and products of combustion of fuel; coal, burning oil, coal-gas.</p> <p>Sources of energy of animal and vegetable life. Simplest physiological facts of vegetable and animal nutrition, circulation and respiration. Acids and alkalis, their interaction on one another. Personal and domestic cleanliness. Cleansing agents; nature and use of soap, soda, &amp;c. Study of some common food substances, e.g. flour, eggs, milk, sugar. Changes during cooking of animal and vegetable foods.</p> <p>Loaf of bread; fermentation and yeast; baking powder.</p> <p>Putrefaction and decay; preservation of food.</p> <p>Organisms producing decay and disease.</p>
<p>NOTE.—The object and observation lesson given by King's scholars in the practising schools should be chiefly confined to :—</p> <ol style="list-style-type: none"> <li>1. Nature Study, including a seasonal study of plant life and meteorological observations, in order to lead to a greater interest in and a better understanding of rural pursuits.</li> </ol>		

## PROGRAMME FOR KING'S SCHOLARS—continued.

Subject.	First Year.	Final Year.
<b>ELEMENTARY SCIENCE AND NATURE STUDY</b> —continued.	<p>2. <i>Health and Habits</i> to a large extent based upon simple experimental lessons on air, water, and food in relation to daily life.</p> <p>Such lessons should be subordinate to the scheme of the year's work prepared in advance for the class.</p> <p>The course of instruction in experimental physical science should be supplemented by some seasonal Nature Study for men and women in both years of training; the programme of such work in each college must depend upon the opportunities available for outdoor observation; outline schemes should be submitted for approval before the beginning of each season's work.</p> <p>The following list of topics for observational and experimental work in Nature Study is suggested:—</p> <p>Recognition of the principal trees of district—</p> <p>(a) In winter by general form, bark, buds, and branching.</p> <p>(b) In summer by leaves and flowers.</p> <p>Recognition of the principal wild flowers and weeds; methods of seed dispersal.</p> <p>The flower and its parts; pollination by wind and insects.</p> <p>The study of leaves and buds, and their functions.</p> <p>Study of germination of bean, acorn, sycamore, horse-chestnut, or other seeds; conditions of germination as regards air, water, and temperature.</p> <p>Simple experiments on plant physiology; effects of air, water, temperature, light, and soil on plant growth; plant nutrition and respiration; water cultures; manures.</p> <p>Study of roots; path of water in a plant; storage of plant food.</p> <p>Life history of frog and tadpole, of caterpillar and butterfly. Insect pests.</p> <p>Study of rocks and soil, and general physiographical character of district.</p> <p>Systematic observations and record of weather.</p> <p>Variations of sun, moon, and stars.</p>	<p>2. <i>Health and Habits</i> to a large extent based upon simple experimental lessons on air, water, and food in relation to daily life.</p> <p>Such lessons should be subordinate to the scheme of the year's work prepared in advance for the class.</p> <p>The course of instruction in experimental physical science should be supplemented by some seasonal Nature Study for men and women in both years of training; the programme of such work in each college must depend upon the opportunities available for outdoor observation; outline schemes should be submitted for approval before the beginning of each season's work.</p> <p>The following list of topics for observational and experimental work in Nature Study is suggested:—</p> <p>Recognition of the principal trees of district—</p> <p>(a) In winter by general form, bark, buds, and branching.</p> <p>(b) In summer by leaves and flowers.</p> <p>Recognition of the principal wild flowers and weeds; methods of seed dispersal.</p> <p>The flower and its parts; pollination by wind and insects.</p> <p>The study of leaves and buds, and their functions.</p> <p>Study of germination of bean, acorn, sycamore, horse-chestnut, or other seeds; conditions of germination as regards air, water, and temperature.</p> <p>Simple experiments on plant physiology; effects of air, water, temperature, light, and soil on plant growth; plant nutrition and respiration; water cultures; manures.</p> <p>Study of roots; path of water in a plant; storage of plant food.</p> <p>Life history of frog and tadpole, of caterpillar and butterfly. Insect pests.</p> <p>Study of rocks and soil, and general physiographical character of district.</p> <p>Systematic observations and record of weather.</p> <p>Variations of sun, moon, and stars.</p>
<b>PHYSICAL DRILL.</b> ..	All candidates are expected to give evidence of having received effective training in physical drill.	All candidates are expected to give evidence of having received effective training in physical drill.
<b>IRISH (optional).</b> ..	<p>(a) To read, understand, and translate into English:—</p> <p>“<i>torugán agus Sgeulca eile</i>” (Gaelic League), and “<i>Ceithre Sgeulca</i>” (Hyde).</p> <p>(b) To translate an easy English passage into Irish.</p> <p>(c) Irish conversation.</p> <p>(d.) Grammar — aspiration, eclipsis, article, noun, pronoun, adjective, regular verb, verbs <i>ir</i> and <i>tú</i>.</p>	<p>1. To be able to read, write, and speak Irish.</p> <p>[It is not expected that candidates who are not native Irish speakers should speak Irish with native fluency; but it is expected that they should have made some progress in acquiring a conversational knowledge of the language.]</p> <p>2. To be acquainted with the full course of instruction in Irish prescribed for pupils in National schools.</p> <p>3. To translate an ordinary piece of English into Irish.</p>

## PROGRAMME FOR KING'S SCHOLARS—continued.

Subject	First Year.	Final Year.
IRISH (optional)— continued.		<p>4. To translate an ordinary piece of Irish into English.</p> <p>5. To possess a good knowledge of the following Irish works:—</p> <p style="padding-left: 20px;">Caitéag Lomuoicéadú (Bergin and McNeill), or Scéap éabú (Naughton).</p> <p>The first five chapters of "Óráin Uápuha" (O'Kelly).</p> <p>The following poems of Seafán Clápaí mac Uocháinill (Rev. P. Dinneen), Nos. 1, 2, 5, 6, 7, 12, 16, 17, 18.</p> <p>6. To understand the essential portions of Irish grammar.</p>
FRENCH (optional),..	<p>Translation into English:— Eusile Souvestre.—<i>Au coin du feu</i> (Hachette). Grammar. Easy sentences for translation into French. A short passage of French prose for translation into English (unprescribed).</p>	<p>Translation into English of two French works, one in prose, one in verse.</p> <p>These works for 1909 will be:— Erekannu-Castrian. — <i>Histoire d'un Conscrit de 1813</i>. Cornéille.—<i>Cinna</i>. Passages of moderate difficulty for translation into English at sight. Grammar, including syntax and common idioms. Translation into French of an easy passage of English prose. Composition.—A short letter in French on a simple subject. Fair corrections of pronunciation.</p>
LATIN (optional), ..	<p>Translation into English:— Cicero.—<i>de Senectute</i>. Virgil.—<i>Aeneid</i>, Book I. (lines 1 to 400). Grammar. Translation into English of an unprescribed passage of easy Latin prose or verse. Easy sentences for translation into Latin.</p>	<p>Translation into English of two Latin works, one in prose, one in verse.</p> <p>These works for 1909 will be:— Livy.—<i>Book xxii</i>. Virgil.—<i>Aeneid</i>, Book ii. Grammar. Translation into English of an unprescribed passage of Latin prose or verse. Translation into Latin of a simple passage of English prose.</p>

PROGRAMME OF EXAMINATION FOR TEACHERS SEEKING  
CERTIFICATES IN FRENCH, LATIN, AND IRISH.

FRENCH.

1. Translation into English of two French works, one in prose, one in verse. These works, for 1909, will be :—

Eckmann-Chatrian—*Histoire d'un Concert de 1818*.  
Cornuille—*Cinna*.

2. Passages of moderate difficulty for translation into English at sight.
3. Grammar, including syntax and common idioms.
4. Translation into French of an easy passage of English prose.
5. Composition :—A short letter in French on a simple subject.
6. Fair correctness of pronunciation.

LATIN.

1. Translation into English of two Latin works, one in prose, one in verse. These works, for 1909, will be :—

Livy—*Book XXII*.  
Virgil—*Æneid, Book II*.

2. Grammar.
3. Translation into English of an unprescribed passage of Latin prose or verse.
4. Translation into Latin of a simple passage of English prose.

IRISH.

1. To be able to read, write, and speak Irish.

[It is not expected that candidates who are not native Irish speakers should speak Irish with native fluency; but it is expected that they should have made some progress in acquiring a conversational knowledge of the language.]

2. To be acquainted with the full course of instruction in Irish prescribed for pupils in National schools.
3. To translate an ordinary piece of English into Irish.
4. To translate an ordinary piece of Irish into English.
5. To possess a good knowledge of the following Irish works :—

*Gaeil na Leinnéadán* (Bergin and McNeill), or "*Scam céanta*" (Naughton).

The first five chapters of "*Úrban Ódúishe*" (O'Kelly).

The following poems of *Seán Cláirín mac Uínnéill* (Rev. P. Dineen), Nos 1, 2, 5, 6, 7, 12, 16, 17, 18.

6. To understand the essential portions of Irish grammar.

## SCHEDULE No. XIX.

## TEACHERS' RETIRING GRATUITIES AND PENSIONS.

*Old System.*

(a.) Teachers who, being in the service at the time of the passing of the National School Teachers Act of 1879 (42 & 43 Vic., cap. 74), declined to submit to deduction from their salaries for pensions, are eligible for retiring gratuities from the Commissioners when, from old age or infirmity, obliged to retire. (b.) The gratuity is calculated at the rate of one year's salary (old regulations [augmented by 20 per cent. in the case of principal and assistant teachers, and also by the amount of the bonus (if any) under the Irish Education Act of 1892, in the case of assistant teachers] from the Commissioners, for ten years' service. (c.) This rate is subject to reduction.

(d.) In each case the gratuity is paid only with the express sanction of the Lords of His Majesty's Treasury. (e.) Should the teacher die before the retiring gratuity has been granted by the Commissioners of National Education (subject to the sanction of the Lords of His Majesty's Treasury) no payment thereof can be made to his or her representatives.

*New System (Pensions Act, 1879).*

*See Schedule XX., p. 145.*

## SCHEDULE XX.

Irish Teachers' Pension Rules.

RULES under Section 11 of the NATIONAL SCHOOL TEACHERS (IRELAND) ACT, 1879 (42 & 43 Vict., c. 74.)

Effect, short title, and commencement of rules.  
42 & 43 Vict., c. 74.

1.—(1.) The following rules shall have effect under section eleven of the National School Teachers (Ireland) Act, 1879 (in these rules called the Act), in substitution for those contained in the schedule to that Act, and for any other rules made under the powers given by that section (in these rules called the superseded rules).

(2.) The superseded rules are hereby revoked, except so far as the rules set out in the First Part of the Second Schedule to these rules are required to be kept in force for the purpose of these rules.

(3.) These Rules may be cited as the Irish Teachers Pension Rules, 1897, and shall come into operation on the first day of January 1898, but the circular required to be sent under Rule 22 may be sent, and the notice to be given on the receipt of the circular may be given, before the rules come into operation.

42 & 43 Vict., c. 74.

(4.) The Interpretation Act, 1889, shall apply for the purpose of the interpretation of these rules as it applies for the purpose of the interpretation of an Act of Parliament.\*

Application of rules.

2.—(1.) These rules apply to all classed teachers (including teachers in the service at the time these rules come into operation) with the exception of those teachers who were in the service at the time of the passing of the National School Teachers (Ireland) Act, 1879, and did not exercise their election to take advantage of that Act.

42 & 43 Vict., c. 74.

(2.) In these rules teachers to whom these rules apply are referred to as "teachers," and teachers in the service at the time these rules come into operation are referred to as "existing teachers."

*Payment of Premiums.*

Deductions on account of premiums for pensioners.

3.—(1.) The following sums shall be deducted in each year from the salaries of teachers towards the provision of pensions—

- (a.) In any case a sum equal to the third-class premium appropriate to the age at which the teacher is appointed; and
- (b.) if the teacher is entitled to pay the second-class premium and elects to do so, such sum, in addition to the deduction on account of the third-class premium, as is appropriate to the age at which the teacher elects to pay the second-class premium; and
- (c.) if the teacher is entitled to pay the first-class premium, and elects to do so, such sum, in addition to the deduction on account of the third-class and second-class premiums as is appropriate to the age at which the teacher elects to pay the first-class premium.

\* NOTE.—The effect of s. 31 of the Interpretation Act, 1889, is that expressions defined in the National School Teachers (Ireland) Act, 1879, have the same meaning in these rules as they have in that Act. The term "Commissioners of Education" means, therefore, the Commissioners of National Education in Ireland; and the term "classed teachers" means such principal and assistant teachers of model or ordinary national schools as receive salaries from and are classed according to the regulations of the Commissioners of Education (see 42 & 43 Vict., c. 74, s. 2).

(2) The amount of the appropriate deductions on account of the first, second, or third-class premium shall be determined for males and females respectively in accordance with Table marked A. in the First Part of the First Schedule to these rules.

(3.) No deduction shall be made from a teacher's salary under this rule after the teacher reaches the age at which an ordinary pension may be granted, that is to say, the age of sixty-five in the case of male teachers, and the age of sixty in the case of female teachers, although the teacher still remains in the service.

4.—(1) A teacher, not being an assistant teacher appointed on or after the first day of January one thousand eight hundred and eighty-six, shall on entering the first or second class in the case of a male teacher before the age of sixty, and in the case of a female teacher before the age of fifty-five, be entitled to pay the first or second-class premium respectively, but must elect to do so or not on entering the class.

Conditions entitling teachers to pay higher premiums.

(2.) A teacher appointed on or after the first day of January one thousand eight hundred and eighty-six shall not, while an assistant teacher, be entitled to pay the premium for any higher class than the third class, but on becoming a principal teacher shall then become entitled to pay the premium of any higher class to which the teacher belongs, as if the teacher was then entering that class, and must then elect to do so or not.

(3.) A teacher shall not be entitled to pay the first-class premium, if, having been in the second-class as a principal teacher, he has not paid the second-class premium in accordance with these rules.

5.—(1.) Where a teacher on becoming entitled to pay the premium of a higher class is required under these rules to make his election to do so or not, he must give notice of his election to the Superintendent of the Teachers' Pension Office within two months of the date on which he receives notice from that office of his promotion to the higher class, or, in the case of an assistant teacher becoming a principal teacher, within two months after the receipt of notice from the Superintendent of the Teachers' Pension Office requiring him to make his election.

Election to pay premiums.

(2.) If the teacher does not so give notice of his election, he shall be treated as having elected not to pay the higher premium.

(3.) The Commissioners of Education shall give the Superintendent of the Teachers' Pension Office information of the promotion of any teacher from one class to another and of the date of the promotion, and also of any case in which they become aware that an assistant teacher has become a principal teacher, and of the date of his becoming a principal teacher.

(4.) The Superintendent of the Teachers' Pension Office on becoming aware either through the Commissioners of Education or through the teacher himself that an assistant teacher has become a principal teacher or that a teacher has been promoted to a higher class shall send him a notice requiring him to make the election directed by these rules.

6.—(1.) Deductions on account of premiums under these rules shall be made by deducting from any sum payable to a teacher on account of his quarterly or other salary a quarter or other proportionate part as the case may be of the annual premium payable.

Provision as to making deductions.

(2.) For the purpose of the title of a teacher to a pension of any class, a premium of any class shall not be treated as having been paid by a teacher unless deductions on account of a premium of that class have been made from the teacher's salary for a full year.

(3.) A premium shall not become due until the end of the quarter, or other period for which the salary is payable out of which the deduction on account of the premium is to be made.

(4.) No sum shall be deducted on account of premiums for any such quarter, or other period, where the service has terminated before the end of the quarter or other period, but where service is begun after the commencement of any quarter or other period at the end of which any salary is payable, deductions shall be made on account of premiums as if the service had begun on the commencement of the quarter or other period.

*"Teachers Contribution Account" and "Endowment Account."*

Separate accounts in relation to pension fund, "teachers contribution account," and "endowment account."

7.—(1.) Separate accounts shall be kept in relation to the pension fund to be called respectively the teachers contribution account and the endowment account.

(2.) All sums paid to the pension fund on account of deductions from teachers' salaries for premiums and the interest accruing thereon shall, together with such other sums as the Treasury may direct, be carried to the teachers contribution account, and all other sums paid to the pension fund shall be carried to the endowment account.

(3.) All sums paid out of the pension fund, which under these rules are to be charged to the teachers contribution account, shall be charged to that account, and all other sums paid out of the pension fund shall be charged to the endowment account.

*Benefits from Pension Fund.*

Ordinary pensions.

8.—(1.) A teacher on retiring from the service if a male at the age of sixty-five or upwards, and if a female at the age of sixty or upwards, shall be entitled out of the pension fund to a pension (in these rules called an "ordinary pension").

(2.) An ordinary pension shall consist of—

(a.) an annual sum payable in respect of the teachers contribution to the pension fund to be charged to the teachers contribution account of that fund; and

(b.) of an annual addition of three times that sum to be charged to the endowment account of the pension fund, and shall be of the following amounts:—

*1.—Third Class Pension.*

	Male.	Female.
	£ s. d.	£ s. d.
Where a third-class premium only has been paid—		
(a.) Amount charged to teachers contribution account	2 15 0	0 5 0
(b.) Amount charged to endowment account	26 5 0	18 15 0
Total	£28 0 0	£18 0 0



II.—*Second Class Pension.*

	Male.	Female.
Where a second-class premium has been paid—	£ s. d.	£ s. d.
(a.) Amount charged to teachers contribution account -	11 10 0	8 10 0
(b.) Amount charged to endowment account -	24 10 0	25 10 0
Total - - - - -	£35 0 0	£34 0 0

III.—*First Class Pension.*

	Male.	Female.
Where a first-class premium has been paid—	£ s. d.	£ s. d.
(a.) Amount charged to teachers contribution account -	15 0 0	11 15 0
(b.) Amount charged to endowment account -	45 0 0	35 5 0
Total - - - - -	£60 0 0	£47 0 0

9.—(1.) A teacher on retiring voluntarily from the service if a male Voluntary retirement pensions. between the ages of fifty-five and sixty-five, and if a female, between the ages of fifty and sixty, shall be entitled out of the pension fund to a pension in these rules called a "voluntary retirement pension."

(2.) A voluntary retirement pension shall consist of—

- (a.) an annual sum payable in respect of the teacher's contribution to the pension fund to be charged to the teachers contribution account of that fund and calculated in accordance with the table marked B. in the First Part of the First Schedule to these rules; and
- (b.) an annual addition of three times that sum to be charged to the endowment account of that fund.

[For voluntary retirement pensions of existing teachers, see Supplementary Rule on page 159.]

10.—(1.) If the Commissioners of Education certify to the Lord Lieutenant that they are satisfied that a teacher over the age of thirty-five and under the age of fifty-five if a male, or fifty if a female, has, while actually serving as a teacher, become incapable from permanent infirmity of mind or body to discharge the duties of the teacher's situation, the teacher shall be entitled to the repayment out of the pension fund of all premiums paid by the teacher with compound interest thereon at the rate of two and a half per cent. per annum, and the Lord Lieutenant, with the consent of the Treasury, may grant to the teacher in addition a pension (in these rules called a "disablement pension") of an annual amount not exceeding the maximum calculated in accordance with the table marked C. in the First Part of the First Schedule to these rules. Benefit on retirement owing to disablement.

(2.) Any sum repaid out of the pension fund under this rule on account of premiums and interest thereon shall be charged to the teachers contribution account of that fund, and any sum paid out of that fund on account of a disablement pension under the rule shall be charged to the endowment account of that fund.

(3.) Where a teacher has received a disablement pension for the period of one year or upwards, and gives proof of permanent disablement, to the satisfaction of the Commissioners of Education, the teacher shall be entitled, if he elects to do so, to receive out of the pension fund, in lieu of the disablement pension, a capital sum to be charged to the endowment account of that fund, equivalent to three times the amount which has been repaid to the teacher under this rule on account of premiums and interest thereon, after deducting any sums already paid or due to the teacher on account of the disablement pension.

[For disablement benefits for existing teachers, see Supplementary Rule, page 159].

Provision as  
to death,  
dismissal, &c.

11.—(1) Where a teacher dies in the service, the amount of all premiums paid by the teacher shall be repaid out of the pension fund to his legal personal representative, with compound interest thereon at the rate of two and a half per cent. per annum.

(2.) Where a teacher is dismissed from the service, or voluntarily retires from the service before the age at which a voluntary retirement pension may be granted, he shall not be entitled to a pension but shall be entitled to the repayment out of the pension fund of the amount of all premiums paid by him without interest.

(3.) Where a teacher, appointed on or after the first day of January, one thousand eight hundred and eighty-six, reverts from being a principal teacher to being an assistant teacher, he shall be entitled to the repayment without interest out of the pension fund of any sums deducted from his salary beyond what would have been deducted if he had not become a principal teacher, and shall be entitled to benefits under these rules only as an assistant teacher.

(4.) Where a teacher is degraded from a higher to a lower class, he shall be entitled to the repayment without interest out of the pension fund of any sums deducted from his salary beyond what would have been deducted if he had not entered any class higher than that to which he is degraded, and shall be entitled to the benefits of the class only to which he is degraded.

(5.) Any sums repaid out of the pension fund under this rule shall be charged to the teachers contribution account of that fund.

Provision for  
teachers  
re-entering  
service.

12.—(1.) Where a teacher after having been dismissed, or having voluntarily retired from the service, re-enters the service, he shall be treated, so far as regards the payment of premiums and the benefits under these rules, as if he had remained in the service, but he must pay, with compound interest at the rate of two and a half per cent. per annum, to the pension fund—

- (i.) any sum repaid to him out of that fund on account of premiums; and
- (ii.) the amount which would have been deducted from his salary during the time he has been out of the service on account of premiums.

(2.) The Superintendent of the Teachers' Pension Office may allow any payments to the pension fund on account of returned or back premiums under this rule to be made by deductions from salary of such amount (including additions on account of interest), and spread over such number of years and subject to such conditions as he may determine.

(3.) All sums paid to the pension fund under this rule shall be carried to the teachers contribution account of that fund.

13.—(1.) Where a teacher on leaving the service claims an ordinary pension, or a voluntary retirement pension, or a disablement pension, notice of his claim must be given to the Superintendent of the Teachers' Pension Office within one year after the date on which he leaves the service.

*Times for claiming and payment of pensions.*

(2.) If such a notice is not given, the teacher shall forfeit his right to pension, but, if he would, except for the failure to give notice, have been entitled to receive a pension, he shall be entitled to the repayment out of the pension fund of the amount of all premiums paid by him with compound interest at the rate of two and a half per cent. per annum.

(3.) Any sums so repaid out of the pension fund shall be charged to the teachers contribution account of that fund.

(4.) Pensions shall accrue due from day to day, but any sum due on account of a pension shall not be payable until the quarter day following the date on which it becomes due, unless in the case of the death of a teacher to whom a sum is so due, earlier payment is authorised by the Superintendent of the Teachers' Pension Office.

The quarter days for the purpose of this rule shall be the thirtieth day of June, the thirtieth day of September, the thirty-first day of December, and the thirty-first day of March in each year.

14.—(1.) The Superintendent of the Teachers' Pension Office may at any time require a teacher to give proof of age to the Superintendent's satisfaction.

*Requirements: as to evidence, medical examinations, &c.*

(2.) The Superintendent of the Teachers' Pension Office may, before any sum is paid out of the pension fund, require proof to his satisfaction of the identity of the person who claims payment of the sum, and before any sum is paid on account of a pension may require proof to his satisfaction of the existence of the pensioner.

(3.) The Commissioners of Education may require any teacher who is applying for, or is in receipt of a disablement pension, to submit himself to such medical examination as they direct.

(4.) A teacher shall be treated as being in the service for the purpose of these rules, only during such time as he is in receipt of salary or other emolument from the Commissioners of Education, out of moneys voted by Parliament as remuneration for duty in a national school.

#### *Existing Teachers.*

15. For the purpose of the title of an existing teacher to a pension under these rules, all deductions made from his salary on account of pension under the superseded rules shall have the same effect as if they had been of the corresponding amounts required under these rules under the corresponding circumstances.

*Recharging of former payments towards pension.*

Existing teachers may elect to pay premiums of lower class.

16.—(1.) Where an existing teacher is at the time these rules come into operation paying a premium of a higher class than the third class under the superseded rules, he shall be entitled to pay the premium of the class under these rules which corresponds to the circumstances of his case, according to the age with reference to which the payment of the premium of that class has been calculated, and shall be taken to have elected to do so unless he elects in manner provided by these rules to pay the premium of any lower class.

(2.) Where a teacher so elects to pay the premium of a lower class, he shall be entitled to pay the premiums and receive the benefits of the lower class only, the premiums being calculated according to the age with reference to which the payment of his premiums of the lower class was originally calculated, but he shall be entitled to the repayment with compound interest at the rate of two and a half per cent. per annum out of the pension fund of any sums deducted from his salary beyond what would have been deducted under the superseded rules if he had not entered the higher class.

(3.) Any sums so repaid out of the pension fund shall be charged to the teachers contribution account of that fund.

Provision as to limit of numbers under superseded rules.

17.—(1.) When an existing teacher has been excluded from the benefits of the Act by reason of the operation of the superseded rules as to the total number of teachers entitled to those benefits, he shall on these rules coming into operation be treated for the purpose of deductions on account of premiums under these rules as if he were then entering the class of which he is then a member.

(2.) Where an existing teacher is a member of a class higher than the third class, but by reason of the operation of the superseded rules as to the standard numbers in the classes has been prevented from paying the premium of the higher class, that teacher, if he elects to do so in manner provided by these rules, shall on these rules coming into operation become entitled to pay the premium of the higher class under these rules as if he was then entering the class.

Service pensions under the superseded rules.

18.—(1.) Where an existing teacher would, under the superseded rules, be entitled on retiring after forty years' service from the age of twenty-one in the case of males and eighteen in the case of females to a full pension of the class for which he has paid premiums, that teacher shall pay premiums according to the table marked D. in the Second Part of the First Schedule to these rules, and on so retiring shall be entitled to receive the full pension as fixed by these rules of the class for which he is paying premiums.

(2.) For the purpose of this provision, service shall be computed in accordance with rules 12 and 13 of the rules dated the eleventh day of December, one thousand eight hundred and eighty-five, set out in the First Part of the Second Schedule to these rules.

First division of the first class under superseded rules.

19.—(1.) Where under the superseded rules an existing teacher has paid a premium payable for the first division of the first class under those rules, he may elect, in manner provided by these rules, to pay premiums according to the table marked E. in the Second Part of the First Schedule to these rules, and to be entitled to receive, on the grant of an ordinary pension, the pension provided by the superseded rules for the first division of the first class.

(2.) Where any such teacher does not elect so to pay premiums according to the table marked E. he shall be entitled to the repayment out of the pension fund with compound interest at the rate of two and a half per cent. per annum of any sums by which any amounts deducted in respect of premiums have exceeded the amounts which would have been deducted for a premium of the second division of the first class under the superseded rules, but shall not be entitled to any benefits higher than those of the first class under these rules.

(3.) Any sums so repaid out of the pension fund shall be charged to the teachers contribution account of that fund.

(4.) Where, at the time these rules come into operation, an existing teacher is a member of the first division of the first class, but by reason of the operation of the superseded rules as to the standard numbers in the classes has been prevented from paying premiums for a pension of the first division of the first class, he shall be entitled when the time arrives at which, under the superseded rules, he would have been entitled to pay those premiums, to elect to pay premiums according to the table marked E. in the Second Part of the First Schedule to these rules, and to receive, on the grant of an ordinary pension, the pension provided by the superseded rules for the first division of the first class.

The Superintendent of the Teachers' Pension Office shall give to any teacher on his becoming entitled so to make his election, a notice requiring him to do so, and, if the teacher does not within two months after the receipt of the notice give notice of his election to the Superintendent, he shall be treated as having elected not to pay the higher premiums.

(5.) Any sums paid on account of a pension of the first division of the first class shall be charged to the teachers contribution and endowment accounts of the pension fund in the same proportion as the corresponding sums paid on account of the ordinary benefits under these rules.

20.—(1.) Where any teacher has paid additional premiums under rules 32, 33, 34, or 35 of the rules dated the eleventh day of December, one thousand eight hundred and eighty-five, set out in the Second Part of the Second Schedule to these rules, that teacher may elect, in manner provided by these rules, to pay the additional premium payable under this rule, and if he so elects shall be entitled on retirement to the additional benefits under this rule.

(2.) The additional premium payable under this rule shall be—

- (a.) if the teacher has paid premiums under rule 32, two-sevenths, and
- (b.) if the teacher has paid premiums under rule 33, four-thirteenths, and
- (c.) if the teacher has paid premiums under rule 34, one-eleventh, and

(d.) if the teacher has paid premiums under rule 35, one-ninth of the premium payable by the teacher under these rules, according to the circumstances of his case.

Payment of additional premiums by certain existing teachers for additional benefits.

(3.) The additional benefits under this rule shall be—

- (a.) if the teacher has paid premiums under rule 32, one-fifteenth, and
- (b.) if the teacher has paid premiums under rule 33, four forty-sevenths, and
- (c.) if the teacher has paid premiums under rule 34, one forty-sixth, and
- (d.) if the teacher has paid premiums under rule 35, one thirty-fourth,

in excess of the benefits fixed by those rules corresponding to the circumstances of the case.

(4.) Any sum paid on account of the additional benefits under this rule shall be charged to the teachers contribution account of the pension fund.

(5.) Where any such teacher does not elect to pay the additional premium under this rule he shall be entitled to the repayment out of the pension fund, with compound interest at the rate of two and a half per cent. per annum of all additional premiums paid by him in pursuance of rules 32, 33, 34, or 35, as the case may be, but shall not be entitled to any additional benefits under those rules.

(6.) Any sum so repaid out of the pension fund shall be charged to the teachers contribution account of that fund.

Model school  
teachers.

21.—(1.) Where an existing teacher, being a model school teacher, has, before these rules come into operation, paid premiums on account of any unit of supplementary pension under the superseded rules, that teacher may elect in manner provided by these rules to pay premiums in respect of that unit according to the table marked F. in the Second Part of the First Schedule to these rules, and to be entitled to receive benefits in respect thereof in the manner and subject to the conditions set out in the Third Part of the Second Schedule to these rules.

(2.) Where any such teacher does not elect so to pay premiums according to the table marked F. in respect of any unit of supplementary pension, he shall be entitled to repayment out of the pension fund, with compound interest at the rate of two and a half per cent. per annum, of any premiums paid by him on account of that unit, and shall not be entitled to receive any benefits in respect thereof.

(3.) Any sum so repaid out of the pension fund shall be charged to the teachers contribution account of that fund.

Mode of  
signifying  
election.

22.—(1.) The Superintendent of the Teachers' Pension Office shall, as soon as may be after these rules are made, cause a circular to be sent to every existing teacher pointing out the effect of the provisions of these rules as to existing teachers, and if a teacher wishes to make any election for the purpose of these provisions, notice thereof must, except where otherwise provided by these rules, be given to the Superintendent within two months of the date of the circular.

(2.) A teacher shall be taken not to have made any election of which notice is not so given.

(3.) Any election by a teacher under these rules, or omission to elect within the prescribed period, shall be final.

## SUPPLEMENTARY RULE

With a view to making provision for the grant of voluntary retirement pensions and disablement benefits to existing teachers not less favourable as regards amount than those under the superseded rules, the following rule shall have effect :—

- (1.) Where an existing teacher on retiring voluntarily from the service becomes entitled under the principal rules to a voluntary retirement pension, and the pension (of the class corresponding to that for which the teacher has paid premiums) which would have been granted on such retirement under the superseded rules would have been of larger amount, the teacher shall be entitled to have his voluntary retirement pension increased to that larger amount, and the sum required to make up the larger amount shall be charged as to one-quarter thereof to the teachers contribution account of the fund, and as to the other three-quarters to the endowment account of the fund.
- (2.) Where an existing teacher becomes entitled to the repayment of premiums and interest under the principal rules on retirement owing to disablement, and the sum to be so repaid to him is less than one-quarter of the gratuity (of the class corresponding to that for which the teacher has paid premiums) which could have been granted to him on such disablement under the superseded rules, that teacher shall be entitled to have the sum to be so repaid to him increased to an amount equal to a quarter of the said gratuity, and the amount payable to him as a disablement pension shall be calculated accordingly with reference to the increased sum.

The increase on any sum repaid to an existing teacher under this provision shall be charged to the teachers contribution account of the pension fund.

- (3.) This rule shall be construed as one with the Irish Teachers Pension Rules, 1897 (in this rule called the principal rules).

## IRISH TEACHERS' PENSION RULES, 1898.

RULES UNDER SECTION 11 OF THE NATIONAL SCHOOL TEACHERS  
(IRELAND) ACT, 1879 (42 & 43 VICT., c. 74)

The following rules shall have effect under section eleven of the National School Teachers (Ireland) Act, 1879 :—

Construction.

1. These rules may be cited as the Irish Teachers Pension Rules, 1898, and shall be construed as one with the Irish Teachers Pension Rules, 1897 (in these rules referred to as the principal rules).

Extension of  
time for claim-  
ing pensions.

2. (1.)—The Superintendent of the Teachers Pension Office may extend the time within which notice of claim for a pension may be given under rule thirteen of the principal rules, or within which an application for a pension or gratuity may be made under rule twenty-eight of the superseded rules dated the eleventh day of December, one thousand eight hundred and eighty five, in any case where notice of claim has not been given, or an application has not been made in accordance with the rules, and the Commissioners of Education certify that there is reasonable excuse for the omission to give the notice or to make the application.

(2.) A notice of claim given, or an application made within the time so extended shall have effect as if it were given or made within the time limited by the rules.

Provision in  
the case of the  
disablement of  
an existing  
teacher who  
would have  
been entitled  
to a voluntary  
retirement  
pension under  
the superseded  
rules.

3. (1.) Where an existing teacher retires from the service under circumstances in which a disablement pension could be granted under the principal rules, and that teacher would have been entitled, if the superseded rules had remained in force, to a voluntary retirement pension in respect of the completion of thirty years' service above the age of twenty-one if a male, and eighteen if a female, that teacher shall be entitled, in lieu of the benefits on retirement owing to disablement under the principal rules, to a pension of an amount equal to the voluntary retirement pension to which he would have been entitled under the superseded rules.

(2.) The sums payable on account of a pension under this rule shall be charged as to one-quarter thereof to teachers contribution account of the pension fund, and as to the other three-quarters to the endowment account of that fund.

Extension of  
time for  
making  
election under  
the principal  
rules.

4. The time within which notice of election is to be given under rule twenty-two of the principal rules is hereby extended to the thirtieth day of June, one thousand eight hundred and ninety-eight, and the words "before the thirtieth day of June one thousand eight hundred and ninety-eight," shall accordingly be substituted in that rule for the words "within two months of the date of the circular."



For Schedule I—Tables A to F—see Rules as issued by the Teachers' Pension Office.

## SCHEDULE II.

### PART I.

*Rules 12 and 13 of the superseded rules dated December 11th, 1885, and referred to in Rule 18 of these rules.*

#### Rule 12.

12. For all purposes of the Teachers Pension Act, service shall only count for such period as the teacher shall have been in receipt of salary or other emolument from the Commissioners of National Education, out of moneys voted by Parliament, as remuneration for duty in a Model or ordinary National School. Service shall not count if given by a male teacher before the age of twenty-one years, or by a female teacher before the age of eighteen years.

#### Rule 13.

13. In computing service for pension, the aggregate period of absence shall be the total of the several periods not counting as service under Article 12, which shall have occurred between the teacher's entering the service or attaining the age from which service counts (whichever event may last happen) and the teacher's finally quitting the service, or attaining the age for compulsory retirement (whichever event may first happen).

### PART II.

*Rules 32, 33, 34, and 35 of the superseded rules dated December 11th, 1885, and referred to in Rule 20 of these rules.*

#### Rule 32.

32. A male teacher now in the second division of the first class, who before 1872 was in the class then known as the second division of first class, may secure pension rights for retirement from the present second division of the first class, one-fifteenth in excess of the pension rights laid down in the Act, provided he pay in addition to his present premium two-sevenths of the premium payable at his present age for the second division of first class, subject to reduction in the same manner as is laid down in Article 20.

#### Rule 33.

33. A female teacher now in the second division of the first class, who before 1872 was in the class then known as the second division of the first class, may secure pension rights for retirement from the present second division of the first class four forty-sevenths in excess of the pension rights laid down in the Act, provided she pay in addition to her present premium four-thirteenths of the premium payable at her present age for the second division of first class, subject to reduction in the same manner as is laid down in Article 20.

*Rule 34.*

34. A male teacher now in the second class, who before 1872 was in the class then known as the first division of the second class may secure pension rights for retirement from the present second class one forty-sixth in excess of the pension rights laid down in the Act, provided he pay in addition to his present premium one-eleventh of the premium payable at his present age for the second class, subject to reduction in the same manner as is laid down in Article 20.

*Rule 35.*

35. A female teacher now in the second class, who before 1872 was in the class then known as the first division of the second class, may secure pension rights for retirement from the present second class one thirty-fourth in excess of the pension rights laid down in the Act, provided she pay in addition to her present premium one-ninth of the premium payable at her present age for the second class, subject to reduction in the same manner as is laid down in Article 20.

## PART III.

*Conditions regulating the Payment of supplementary Pensions under the superseded Rules, referred to in Rule 21 of these Rules.*

1. The unit of supplementary pension is 10*l.* per annum, payable out of the pension fund and charged as to one half thereof to the teachers contribution account, and as to the other half to the endowment account of that fund.

2. A teacher shall not receive any benefit in respect of a supplementary pension or be treated as having paid premiums in respect thereof in accordance with these rules, unless he has so paid premiums for at least five full years.

3. A teacher shall not be entitled to receive in respect of his ordinary and his supplementary pension, an amount exceeding on the whole in the case of a male teacher, £120, and in the case of a female teacher, £90, per annum.

4. A supplementary pension shall become payable from the age of sixty five years in the case of a male teacher, and the age of sixty years in the case of a female teacher.

5. A model school teacher on retiring voluntarily from the service, if a male, between the ages of fifty-five and sixty-five, and, if a female, between the ages of fifty and sixty, shall be entitled out of the pension fund in respect of the premiums paid by him in accordance with these rules for each unit of supplementary pension :—

- (a) to an annual sum to be charged to the teachers contribution account of the pension fund calculated in accordance with the table marked B. in the first part of the first schedule to these rules; and
- (b) to an annual addition of an amount equal to that sum to be charged to the endowment account of that fund.

6. A model school teacher on retirement owing to disablement shall be entitled in respect of the premiums paid by him in accordance with these rules for any unit of supplementary pension to benefits similar to those to which he is entitled by virtue of these rules under the corresponding circumstances in respect of the premiums paid by him for his ordinary pension except that the maximum disablement pension for each such unit shall be one-third only of the amount calculated in accordance with the table marked C. in the first part of the first schedule to these rules.

7. Where, owing to a teacher entering a higher class, the ordinary pension to which he is entitled is so increased as to exceed, with the supplementary pension for which the teacher is paying premiums, the limits laid down in this Part of this Schedule, the teacher shall be required only to pay premiums for so much supplementary pension as will bring the total amount within the limit, and for that purpose the deductions on account of premium for supplementary pensions shall be reduced.

For the purpose of reducing the supplementary pension to the exact limit, a teacher shall be entitled to pay premiums for part only of one unit of supplementary pension.

A teacher shall not, on the reduction of premiums under this provision, be entitled to the repayment of any sum paid on account of premiums for supplementary pension before that reduction.

8. If a model school teacher reverts to the position of an ordinary school teacher, he shall be entitled to the repayment out of the pension fund of any premiums paid by him on account of any unit of supplementary pension without interest, and shall not be entitled to any benefit under these rules on account of the payment of those premiums.

Any sums so repaid out of the pension fund shall be charged to the teachers contribution account of that fund.

9. Where under the superseded rules or these rules a teacher pays premiums for part only of a unit of supplementary pension, the premiums to be paid, and the benefits which may be received, in respect of that part shall be a proportionate part of the premiums to be paid, and the benefits which may be received, in respect of the whole unit.

10. Except as provided in this schedule, the provisions of these rules with respect to the payment of premiums and pensions shall apply to the payment of premiums on account of supplementary pensions, and to the payment of those pensions.

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## EVIDENCE OF AGE.

"Every Teacher shall be required to produce Proof of Age." (Extract from the Act 42 & 43 Vic., cap. 74.)

The evidence will have to be satisfactory to the National School Teachers' Superannuation Office; and Teachers must comply with any instructions in the matter of proof of age received from that office.

The following is the order in which Evidence of Age will be regarded as satisfactory:—

## 1. Registrar's Certificate of Birth.

Such Certificates can generally be obtained by persons born in England since 30th June, 1837, from the Registrar-General, Somerset House, London; by those born in Scotland since 31st December, 1854, from the General Register Office, Edinburgh; and by those born in Ireland since 1st January, 1864, from the Registrar-General, Charlemont House, Dublin. The fee for such Certificate is 3s. 7d. Should the Certificate not contain the Christian Name of the Teacher, a Baptismal Certificate or a Statutory Declaration that the Registrar's Certificate refers to the Teacher, made by a parent or some other person able to speak positively to the fact, must be produced.

Where Evidence under this head is procurable, no other will be accepted.

## 2. Baptismal Certificate in which date of birth is included.

## 3. Baptismal Certificate (in case of a Roman Catholic) without date of birth.

A Certificate of Baptism should be a copy of the entry thereof in a Parochial or other Register, signed by the Clergyman in whose possession the Register is, and certified by him to be faithfully made. Under 33 & 34 Vic., cap. 97, it must bear a penny Inland Revenue Stamp.

Statements by Parish Priests, &c., on the testimony of other parties will not be received in place of such Certificates.

## 4. Certified Extract from Family Bible or Prayer Book, accompanied by a Declaration made before a Magistrate by a parent or some near relative.

Declarations should be drawn upon paper bearing an Impressed 2s. 6d. General Duty Stamp, which may be obtained at a Local Stamp Office. [33 & 34 Vic., cap. 97.] The Book containing the entry of Birth must be produced to the Magistrate at the time of making the Declaration, and must be mentioned in the Declaration as having been so produced.

## 5. A Declaration made before a Magistrate by some relative (preferably a parent) or friend who has known the Teacher from infancy.

The Declaration must be made on paper bearing an Impressed 2s. 6d. General Duty Stamp. The Declarant should state the precise circumstances which enable him to call to mind the time of the event to which he declares.

Petty Sessions or other adhesive stamps cannot be accepted on Declarations.

Evidence under Heads 4 or 5 will not be accepted unless it can be shown that Evidence under Heads 1, 2, or 3 is not procurable.

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